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ABSTRACT

This unit, one of six which comprise the Fair Play program, is designed to develop decision-making skills in middle school students. The Fair Play program is a series of student and teacher materials the purpose of which is to help students expand their female or male self-concepts, increase their decision-making skills, and improve their academic achievement by changing their stereotypic attitudes toward particular content areas. This teaching guide includes a brief description of the total program, an overview of the content of this unit, recommendations for instructional approaches, descriptions of program materials, a bibliography of print and audiovisual resources, and tips for small-group management. The bulk of this guide consists of the student guide which contains 12 lessons organized into four parts: (1) understanding that many decisions are made each day and identifying the decision maker; (2) developing five skills used in personal decision making; (3) making group decisions; and (4) applying new skills to situations in which decisions are made related to male and female self-concepts. Detailed annotations are provided to aid the teacher in planning and presenting each lesson. The final section provides a unit performance test with answer key. (DC)

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Fair Play: Developing Self-Concept
and Decision-Making Skills
in the Middle School

Decisions and You

Teacher's Guide

Byron G. Massialas
Project Director

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Women's Educational Equity Act Program
U.S. Department of Education
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Preface

Cultural beliefs and attitudes about what it means to be female or male influence all of us. Recently, beliefs about what females can and should do have been changing. Beliefs about male roles are changing too. Students need an opportunity to examine themselves in a new light—and to make decisions about their lives.

This program, Fair Play: Developing Self-Concept and Decision-Making Skills in the Middle School, has two main purposes: to expand each student's female or male self-concept, and to increase each student's decision-making capabilities. Because of the recent emphasis on teaching basic skills in the schools, a third focus of the program is to improve students' academic abilities and skills. Specifically, the program goals are as follows:

- To help students expand their self-concept in relation to their female or male identity, including their role behavior, personality traits, and occupational aspirations and expectations
- To increase students' self-confidence and participation in making decisions
- To increase students' academic achievement by helping students change stereotypic attitudes toward particular content areas and alerting them to the relationship between subject matter and occupational opportunity

Program units are a series of five student texts and six teacher's guides designed to supplement components of the present curriculum. In each of these units, students have the opportunity to discover information that can enable them to expand their female or male self-concepts. Students are encouraged to examine stereotypes about what girls or boys "are like" and what girls or boys "should do." Students then have the opportunity to make personal and group decisions based on the knowledge they have gained.

The units, which focus on specific skills, are as follows:

- Decisions and You—a 12-lesson prerequisite decision-making unit in which students learn personal and group decision-making skills (student text and teacher's guide)

- Decisions about Roles—a 20-lesson social studies unit in which students find out how roles change over time and how people can choose and define their roles (student text and teacher's guide)

- Decisions about Language—a 20-lesson language arts unit in which students compare and analyze female and male language (student text and teacher's guide)

- Decisions about Mathematics—an 18-lesson math unit in which students learn how to collect and interpret quantitative data while examining economic and career-related issues about females and males (student text and teacher's guide)

- Decisions about Science—a 17-lesson science unit in which students examine female and male characteristics and behaviors in relation to genetics and environment (student text and teacher's guide)

- Decisions about Physical Activity—a 29-lesson physical education unit in which students participate in a physical fitness program designed to improve students' fitness skills and attitudes toward physical activity (teacher's guide)

The teacher's guide for each unit contains not only the student materials but also detailed annotations to aid the teacher in planning and presenting each lesson.

Introduction

This unit, Decisions and You, is designed to develop decision-making skills in middle school students.

Students in this age group are in the critical transition from childhood to adolescence. Decisions and You addresses the need for middle school students to make rational decisions for themselves by considering which academic courses to take, which role options to choose, and how and when to participate in family, peer, and community affairs.

Although both boys and girls can improve their decision-making skills, research indicates that females, especially, lack the decision-making skills that are necessary in order to be an active citizen in today's society. Girls often display low self-confidence, a low sense of political efficacy, and limited expectations for participation in decisions that affect them in the home, school, and work force. In short, girls do not view themselves as decision makers. Since women in today's society have more opportunities to be decision makers, girls' self-concepts must expand in order for them to take advantage of these opportunities.

The 12 lessons in this unit are grouped into four parts (see Contents). Part I, Decisions Are Everywhere, acquaints students with the notion that they make many decisions every day. Students are encouraged to observe what decisions are made by those around them, especially by their families, and to observe who makes them, how, and why.

Part II, Making Individual Decisions, introduces students to five skills used in making personal decisions: (a) getting the facts, (b) considering values, (c) considering alternatives, (d) considering the advantages and disadvantages of each alternative, and (e) being fair.

Part III, Making Group Decisions, provides students with the opportunity to learn ways to influence the decisions of others and to bring about change in groups through the use of nine participation skills.

Part IV, Decisions and Your Life, presents situations in which students can apply their new skills to making both individual and group decisions. These summary lessons focus on areas of decision making that are directly related to male and female self-concepts—areas such as career choices, role options for males and females, academic achievement, and possible barriers to full participation in society.

TEACHING THE UNIT

To implement these lessons, you will need an appropriate number of copies of the student text, a teacher's guide (which includes the Unit Performance Test and answer sheet), and an Implementation Handbook.

The unit is designed so that teachers can use it in one of three ways. First, the lessons can be used sequentially, on a daily basis, which will require four to five weeks. Second, the lessons can be interspersed with the regular curriculum program over a longer period of time. Third, individual lessons or series of lessons can be used in conjunction with particular topics at appropriate points. The way the lessons are used should be based on the needs of students, other curricular priorities, and classroom time constraints.

Because the unit is structured according to a decision-making model, it is strongly suggested that the lessons used be sequenced to allow student involvement in all four decision phases. Otherwise, the decision-making impact of the unit will be lost. A sample sequence for a class not using the entire unit might be two lessons from Part I, five lessons from Parts II and III, and one or two lessons from Part IV. In this way, students will have an opportunity to complete each part. The lessons chosen should work smoothly together, be appropriate for the particular level and age of the students, and relate to the present curriculum.

As a guide to using the lessons with different levels of students, three possible approaches to the lesson are outlined under Teaching Suggestions in the Teacher Overview for each lesson. Level 1 is the minimal course; activities at this level can often be oral instead of written, and the approach should allow relatively more time for reinforcement. Level 2 is the regular course. And Level 3 is the enriched course; the approach at this level often includes additional activities on the assumption that students can more quickly master the skills in the minimal and/or regular course and proceed to expand their skills in other activities.

In general, Level 1 refers to sixth-grade students, Level 2 to seventh-grade students, and Level 3 to eighth-grade students. However, the ability and motivation of children vary greatly from region to region and from school to school. Care should be taken to choose a level that seems appropriate for your particular classroom. In many cases during field testing, for example, sixth-grade students easily worked through Level 2 activities. Activities, then, should be scheduled and presented in the way that seems best for your class.

Since the emphasis of these materials is on the affective as well as the cognitive thinking process, it is essential that you the teacher create a climate of acceptance in which the students feel free to express a variety of viewpoints. In many instances, questions have no right or wrong answers. Eliciting from the students their honest, thoughtful answers to these questions is necessary for the unit to be a success.

You are encouraged to make a special effort to ensure that a large proportion of both female and male students participate in the activities, discussion, and decision making.

Many of the activities can be done by students individually. Sometimes the text indicates that an activity should be done with partners or in small groups. In general, activities should be done in the way that seems most appropriate for your students and classroom organization. If activities are done in small groups, you should circulate through the class to help groups that may have difficulty. (See page xvii for tips on small-group management.)

MATERIALS

Student Materials

In each lesson, students participate in a variety of activities, including reading the text and answering questions (with or without partners), and participating in class discussions, small-group activities, and role playing.

The evaluation exercise at the end of many lessons is called a Flight Check. Flight Checks may be used as small quizzes for grading purposes, as tests if the evaluation activities for several lessons are accumulated, or as self-evaluation activities for students' information only. Lessons in the first or last part of the unit do not have a Flight Check, since the main objective of these lessons is either exploration or personal and group decision making.

Teacher's Guide

The teacher's guide contains the student text and annotated materials for your use and convenience. Each lesson is preceded by a Teacher Overview that indicates the lesson's duration and purpose, student objectives, teaching objectives, evaluation activity, special preparations, and background information. Some lessons may need more time than that specified, depending on their level of difficulty, students' level of involvement, and use of optional activities. In the teacher's guide, the answers to student questions are included within each lesson.

Unit Performance Test

In order to determine the students' level of readiness before beginning the unit, you will need to administer the unit pretest (Unit Performance Test). At the completion of the unit, you should readminister the test to determine how much students have progressed and in what areas they need additional assistance. The pretest/posttest, as well as the answers, is included in the back of the teacher's guide (see pp. 127-37).

Implementation Handbook

The Implementation Handbook is designed to assist the school—its faculty, students, and administrators, as well as students' parents—in carrying out the basic goals of the Fair Play program.

For your convenience, the handbook is designed as a reference. Sections addressed to both teachers and administrators involved in the program include Program Goals, Description of Units, and Program Evaluation. A section entitled Administering the Program specifically addresses administrative concerns, while the section Teaching the Program contains material particularly useful for teachers.

You will probably make the most use of the handbook while you are planning implementation of the program. But keep it handy throughout, for use in clarifying particular aspects of the program.

RESOURCES

The following print resources were used in developing this unit and may be useful sources for teachers desiring further information. The audiovisual materials listed in this section may be used at appropriate points in the unit to heighten student interest and reinforce learning.

Print Materials

Banks, James, and Clegg, Ambrose. Teaching Strategies for the Social Studies. 2nd ed. Reading, Mass.: Addison-Wesley, 1977.

Kurfman, Dana, ed. Developing Decision-Making Skills. Washington, D.C.: National Council for the Social Studies, 47th Yearbook, 1977.

LaRaus, Roger, and Remy, Richard. Citizenship Decision Making: Skill Activities and Materials (Grades 4-9). Reading, Mass.: Addison-Wesley, 1978.

Massialas, Byron, and Hurst, Joseph. Social Studies in a New Era: The Elementary School as a Laboratory. New York: Longman, Inc., 1978.

Rokeach, M. Beliefs, Attitudes, and Values. San Francisco: Jossey-Bass, 1969.

Shaver, James P., and Strong, William. Facing Value Decisions: Rationale-Building for Teachers. Belmont, Calif.: Wadsworth Publishing Co., Inc., 1976.

Audiovisual Materials

Listings

Nonprint Resources in Women's Educational Equity. Princeton, N.J.: Educational Testing Service, 1978. 243 pages. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Stock number 017-080-01836-5.

Positive Images: A Guide to Nonsexist Films for Young People. Linda Artel and Susan Wingraf, 1976. 176 pages. Available from Booklegger Press, 555 29th Street, San Francisco, Calif. 94131.

Women and Work—New Options: A Guide to Nonprint Media. Linda Artel, 1979. 76 pages. Available from the Women's Educational Equity Communications Network, operated by the Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, Calif. 94103.

Films

Accomplished Women. 25-minute color film (1975) showing interviews with six successful women, discussing such topics as the women's movement, affirmative action hiring, and child care. Rental $25. Available from Extension Media Center, 2223 Shattuck Avenue, Berkeley, Calif. 94720.

Beyond Black and White. 28-minute color film (produced by Motivational Media, 1975) examining and challenging attitudes of prejudice against minorities, and exploring the work of affirmative action to counter such prejudice. Available from Avanti Films, 8271 Melrose Avenue, Los Angeles, Calif. 90046.

Changing Images: Confronting Career Stereotypes. Richard Murison. 16-minute black-and-white film (1974) tracing changes in attitudes about sex roles, as children participate in activities to change attitudes. Rental $14, sale $30. Available from Extension Media Center, 2223 Shattuck Avenue, Berkeley, Calif. 94720.

The Changing Role of Women. Color filmstrips (2) with records or cassettes presenting a discussion of equal opportunity, and the past and present contributions of women. Available from Scott Education Division, 104 Lower West Field Road, Holyoke, Mass. 01040.

Katy. Monica Dunlap. 16-minute color film showing a 12-year-old girl who assumes responsibility for her brother's paper route. Shows opposition she faces from paper boys and the paper shack manager. Rental $18, sale $225. Available from BFA Educational Media, 2211 Michigan Avenue, P.O. Box 1795, Santa Monica, Calif. 90406.

Other Women, Other Work. Joan Churchill and Janie Kennedy. 20-minute color film (1973) showing women working in stereotypically male occupations. Available from Extension Media Center, 2223 Shattuck Avenue, Berkeley, Calif. 94720.

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TIPS ON SMALL-GROUP MANAGEMENT

Although getting students to work in small groups can be frustrating for you and sometimes unproductive, it can also be rewarding, both socially and academically, for your students. Here are some suggestions to help you and the students have successful experiences with small-group work.

Advance Preparation

Make sure you know exactly what you want students to accomplish in their groups, and make sure you have enough materials for each group.

Organizing Students into Groups

In general, assign students to groups instead of allowing them to choose their own. This way, you will avoid the prospect of cliques working together all of the time, some students being left out, or all of the high achievers or low achievers being in one group. You can assign students in one of two ways: (a) randomly group them, having them count off or having them choose cards marked with numbers or symbols for each group; or (b) arrange the groups so that they are balanced for race, sex, skill level, and compatibility.

When you randomly group students or balance the groups, explain to the students why they are doing small-group work: You want them to learn how to work with one another, respect one another, and learn from one another; you want them to get to know everyone else in the class; and you want them to work seriously on the problem at hand. Emphasize that working in groups is an extremely important life skill. Be sure to let students know that you do not expect them to be perfect at group work at the beginning. It takes practice and certain skills. It's serious business!

Make sure the students know exactly where each group is to work. Put three to five students in each group. The groups should be small enough so that everyone can easily participate.

Guidelines for What Happens in the Group

Be firm and explicit about what you expect from the students. Establish rules for group work and make sure everyone understands the rules. Have the students help you in establishing these limits for effective group work. Emphasize that everyone is expected to contribute to the group and to listen respectfully to every other group member's ideas.

Be sure to tell students specifically what you expect them to produce from their work in the group.

You can assign a group leader, tell the group to choose one, or simply allow a leader to emerge within each group. You may choose each of these strategies at different times. It is often helpful to have a group recorder.

Set a time limit for the work. If you expect the students to accomplish several things, break up the task into small tasks and time segments. You might say: "I want each group to list at least three reasons that so few women work as physicists. You have five minutes to complete this assignment. When you have agreed on three reasons, I will give you the second part of your assignment. Okay, your five minutes begin now." Then circulate among the groups. Help groups if they need it and be ready to hand them (or verbally explain) the next part of their assignment when they are ready. As much as possible, keep to your time limits. Sometimes you will need to extend the limit if you have underestimated the difficulty of the assignment or students' degree of interest in it. When you allow more time, set another specific limit.

Circulate among the groups, and interact with them. If a group is having problems, try to help by providing hints, asking questions, or giving feedback about how the group members are working together.

Provide students with instruction in ways to cooperate, come to agreement, generate ideas, solve conflicts, assume responsibility, and respond to one another. Discuss and have students practice the following productive group behaviors: (a) giving ideas and information; (b) encouraging other group members to share by asking them for information, ideas, opinions, or feelings; (c) actively listening; (d) clarifying and making connections; and (e) checking to see if the group agrees on an idea.

Collect the results, or have the students share with the class the results of their group work. Be sure to have a procedure for students to follow in cleaning up and in returning any materials used.

Evaluation

To emphasize the importance of group work, you can assign grades based on students' efforts to work together and the excellence of their product. Group cooperation and responsibility to the group can be rewarded by assigning to all students in the group the same grade. Provide frequent opportunities for groups to evaluate how their members have worked together. In addition, provide students with feedback about how you think group members have worked together.

To you, the student:

Do you know that, right now, you are making decisions that will affect you the rest of your life?

You are deciding what courses to take, how hard to study, and how to treat others. You are deciding whether to think for yourself or let others think for you.

In this unit, you have an exciting opportunity to learn how to make good decisions. The better the decisions you make, the more control you have over your life!

As you study this unit, try to think about how you make decisions, and try to make some new ones.

Decisions Are Everywhere

TEACHER OVERVIEW FOR LESSON 1

Duration: One or two class periods

Purpose: To help students understand the concept of decision and understand themselves as decision makers

Student Objectives:

- To identify examples of individual and group decisions
- In given situations, to identify decision makers and people affected by decisions
- To define the word decision

Teaching Suggestions:

Level 1: Activities B and C, orally; Activity E (or Activity A); Activity F

Levels 2 and 3: All activities (Activity E, optional)

Vocabulary: Alternatives, decision, individual decisions, group decisions, affect

Evaluation Activity: Activity F (for general information about the use of evaluation activities, see page xii)

Special Preparations: For Activity E, you will need to have on hand enough magazines for the class. You may have one magazine for each student or one magazine for each small group of students

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

- A decision is a choice among alternatives.
- Everyone is a decision maker.
- Both individuals and groups make decisions and are affected by decisions.
- A personal decision is a decision that is made by an individual and that affects mainly that individual.
- A group decision is a decision that is made by a group or that affects that group.

Lesson 1: What Are Decisions?

Activity A (discussion): Decisions, decisions

To help yourself to think about decisions, try to remember television or magazine ads you've seen. For each ad, discuss the following questions:

A-1 What decision is the ad trying to get you to make?

A-2 What decision could you make instead? For example, what other products could you buy instead of the one being advertised?

A-3 Is anyone in the ad making a decision or telling you about a decision he or she made? If so, explain.

A-4 What products try to get the attention of only women or only men? Why? Is this good or bad?

A-1 Usually, the ad is trying to get the viewer or reader to buy a product.

A-2 Variety of answers

A-3 Often, the ad employs a testimonial strategy in which someone explains "why I switched to (product)." Some ads show the decision-making process (coffee, detergent). In these ads, a person is asked to try out three brands (alternatives) and choose the one he or she likes the best.

Activity B:
Your own decisions

What is a decision? Are you a decision maker?

Well, think of it this way: when you get up in the morning, you must decide what to wear. You probably have several choices. For example, you may have jeans, a dress-up outfit, and a wool suit. These are your alternatives. As soon as you choose one of them, you will have made your decision.

Some time this week, you will probably decide what to watch on television. You may have several alternatives, or choices—such as a comedy, a movie, or a talk show. Your decision will occur as soon as you choose one of your alternatives.

As you can see, a decision involves choosing one alternative from a set of alternatives. Alternatives are all the possible choices in a decision situation.

Some decisions take very little thought. These decisions are almost like habit. For example, you probably don't spend much time deciding what television program to watch. Other decisions require much thought. Most people probably think carefully about which new car to buy.

Think about your role as a decision maker.

B-1 Here are some common questions that require decisions. For each one, make up three alternatives. Be specific. That is, list actual programs, clothing, and so on.

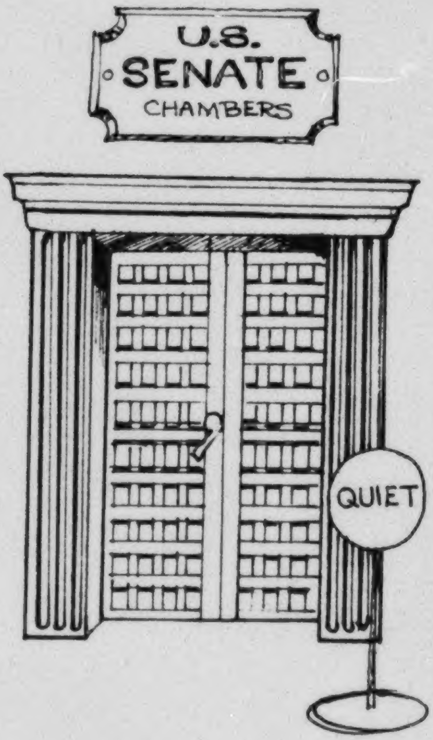
- What will I wear today?
- Whom do I want on my team?
- Which television program do I want to watch tonight?
- What will I eat for lunch today?

B-2 List two other questions that you make decisions about during the week.

B-3 List three situations in which your parents have to make decisions.

B-1, B-2 Variety of answers

B-3 Sample answers: what car to buy, what groceries to buy, where to live, where to work, who will do the chores, for whom to vote



Decisions can be made by an individual or by a group. Decisions that are made by only one person are individual decisions. Examples of these are: what to wear, what individuals to choose for friends, and how much time to spend on your homework.

A group decision is made by two or more people. The U.S. Congress, for example, makes group decisions. The senators and representatives in this group decide what laws to pass. These laws are group decisions. Your school's student council also makes group decisions.

A group decision is also any decision that directly affects (changes) a group. Sometimes, one individual may make a decision that affects a group of people. For example, most decisions made by a judge or by the President affect many people. As a result, these are called group decisions. Your teacher has probably made some decisions about rules for your class. These decisions are group decisions because they affect the whole class.

Some decisions are both an individual and a group decision. For example, any time you vote, you make an individual decision—and you also take part in a group decision. Remember—all the votes must be counted for a decision to be made!

B-4 List three examples of individual decisions.

B-5 List three examples of group decisions.

B-4 Sample answers: what to wear, what to eat, how to behave in class (This last example could also be a group decision, since someone's behavior may affect the entire group.)

B-5 Sample answers: student council elections, any decisions made by two or more people, committee decisions, family decisions

Activity C: Decisions affect people

To affect means to change or to have consequences. You can tell whom a decision will affect by seeing who must take the consequences (results) of the decision.

Some decisions you make probably affect only you. For example, you may decide to eat candy for lunch instead of vegetables. Only your stomach will take the consequences of this decision. Only you will be affected.

However, some of your individual decisions affect others. If you decide to talk in class, who is affected? Obviously, everyone who can hear you is affected by your decision to talk.

Who is affected by the decisions of the U.S. Congress? Everyone in the United States is affected. Sometimes other countries may be affected. In other words, everyone must obey the laws or take the consequences.

To find out more about who is affected by decisions, look at the cartoons that follow. Then answer the questions above each cartoon.

Cartoon A

C-1 Whether to watch television or read a book

C-2 The boy

C-3 To read the book; to watch television

C-4 Individual

C-5 The boy

C-1 What decision is being made?

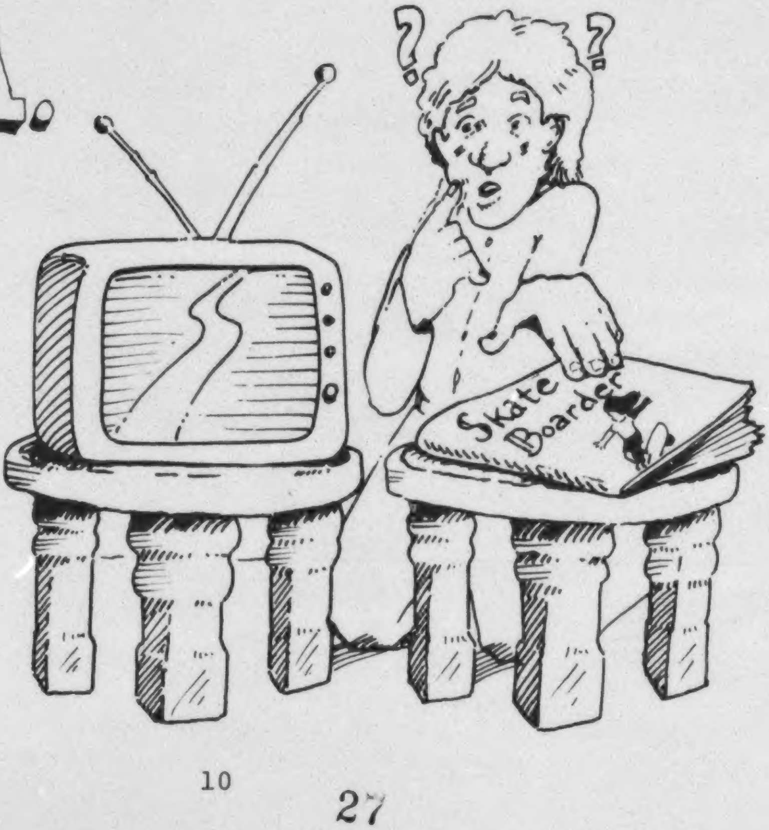
C-2 Who is making the decision?

C-3 What are two possible alternatives for this decision?

C-4 Is the decision an individual or a group decision?

C-5 Who is affected by the decision?

A.



C-6 What decision is being made?

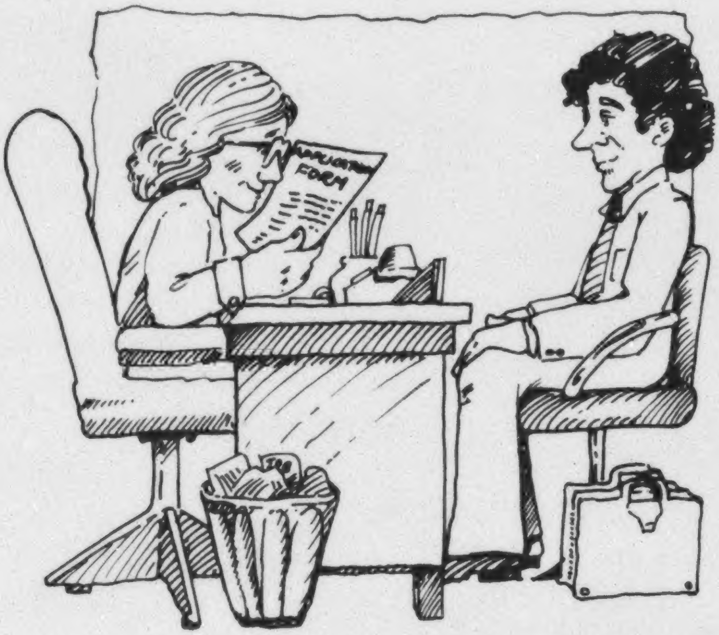
C-7 Who is making the decision?

C-8 What are two possible alternatives for this decision?

C-9 Is the decision an individual or a group decision?

C-10 Who is affected by the decision?

B.



Cartoon B

C-6 Whether or not to hire the applicant (man) for the job

C-7 The employer (woman)

C-8 To hire the applicant; not to hire the applicant

C-9 Group, since the decision will affect everyone in the company

C-10 Mainly the applicant (if the applicant accepts an offer, the decision affects the entire company)

Additional question: If the employer decides to hire the applicant, what decision will the applicant have to make?
Answer: whether or not to accept

Cartoon C

C-11 To whom to throw the ball

C-12 The boy with the ball

C-13 To throw it to the girl; to throw it to the boy

C-14 Both an individual and a group decision

C-15 The entire team

C-11 What decision is being made?

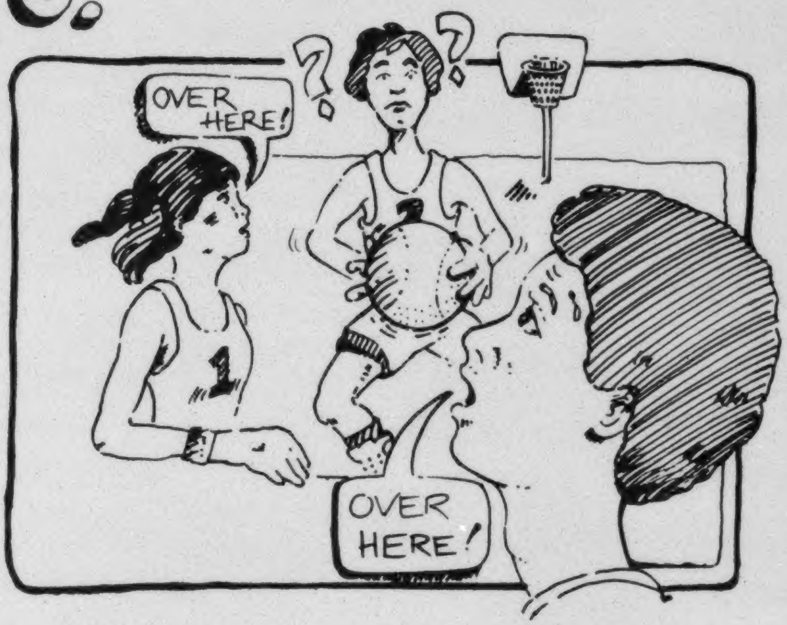
C-12 Who is making the decision?

C-13 What are two possible alternatives for this decision?

C-14 Is the decision an individual or a group decision?

C-15 Who is affected by the decision?

C.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C-16 What decision is being made?

C-17 Who is making the decision?

C-18 What are two possible alternatives for this decision?

C-19 Is the decision an individual or a group decision?

C-20 Who is affected by the decision?

Cartoon D

C-16 For whom to vote

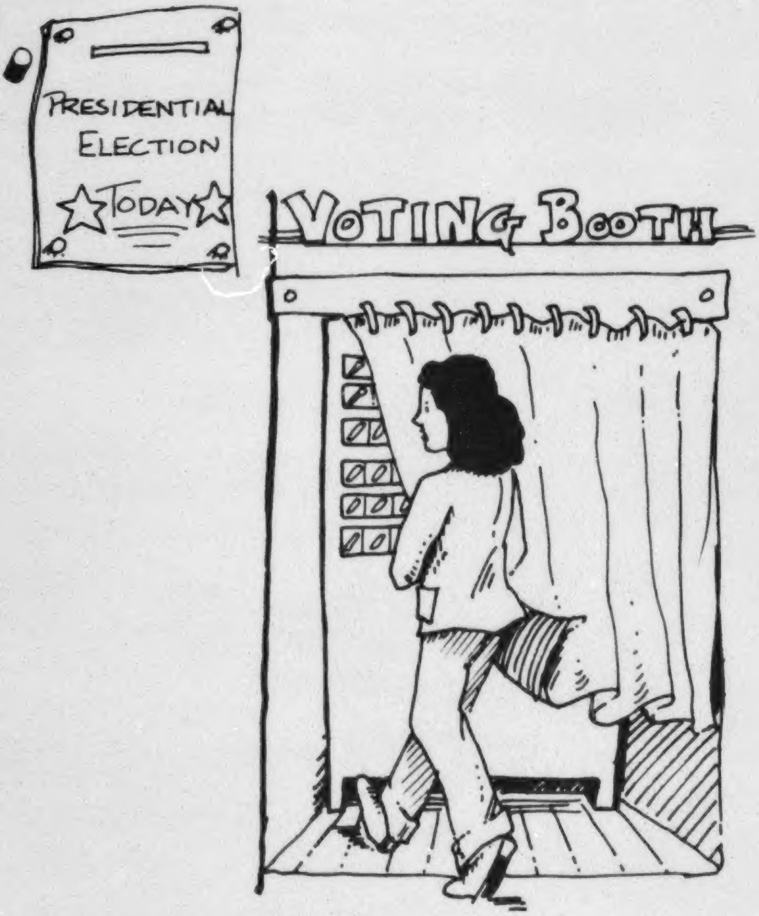
C-17 The woman

C-18 To vote for or against

C-19 Both an individual and a group (the individual has decided for whom to vote, but all votes must be counted for a decision to be made)

C-20 The electorate

D.



Activity D: Class wrap-up

D-1 Discuss your answers to the question in Activities B and C.

D-2 Can you think of anyone who does not make any decisions?

D-3 What do you think is needed to make a good decision?

D-2 Almost everyone, including children, makes decisions.

D-3 Sample answers: thinking of alternatives, finding out related information, considering the advantages and disadvantages of each alternative, understanding what is important in this choice, being realistic in making a final decision

Activity E: Decision makers

E-1 Make a collage of decision makers.

E-2 Present your collage to the class or small group.

E-3 Explain which decisions are made by an individual and which are made by a group.

E-4 Explain who may be affected (changed) by each decision.

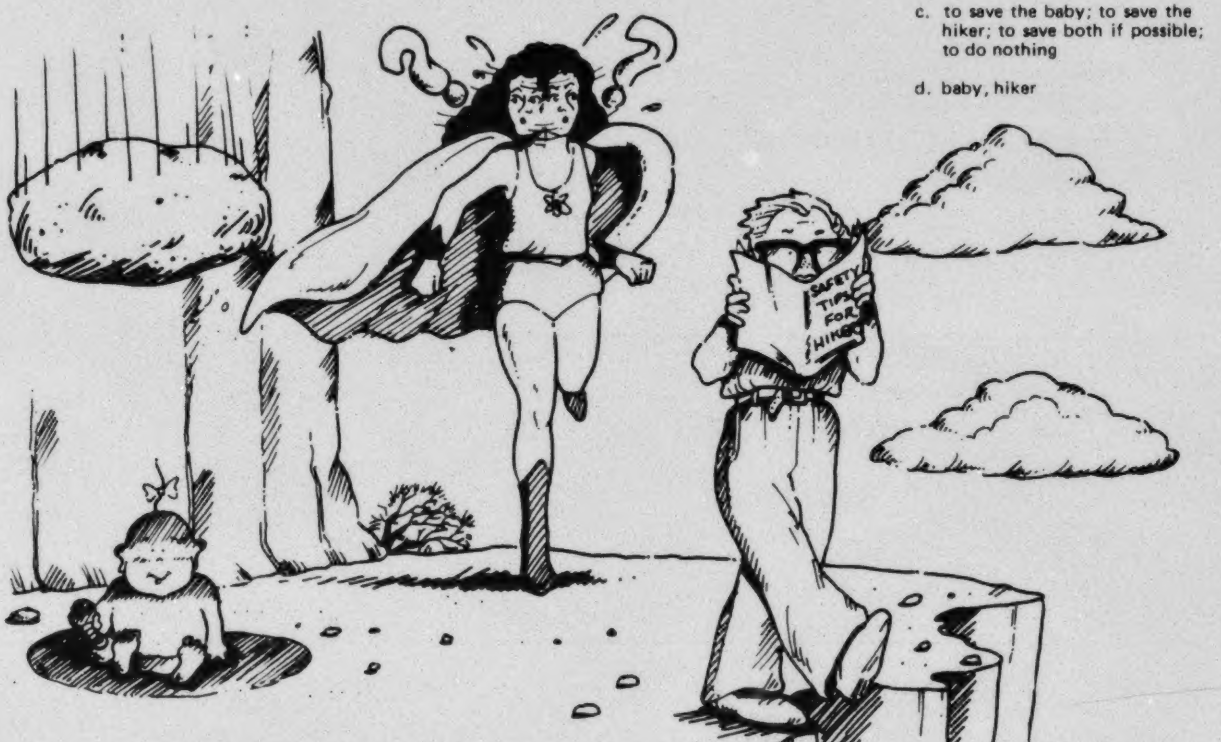
Activity F:
Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

F-1 Are you a decision maker?

F-2 In your own words, define the word decision.

F-3 Look at the following illustration:



a. What decision is being made?

b. Who is making the decision?

c. What are four possible alternatives for this decision?

d. Who is affected by this decision?

F-1 Yes

F-2 Answer should include idea of making a choice among alternatives

F-3 a. whom to save

b. superwoman

c. to save the baby; to save the hiker; to save both if possible; to do nothing

d. baby, hiker

TEACHER OVERVIEW FOR LESSON 2

Duration: One or two class periods

Purpose: To involve students in a familiar area of decision making--the family--and to introduce the concepts of authoritarian decision and democratic decision

Student Objectives:

- In given situations, to identify family decisions and generate alternatives
- To identify examples of authoritarian decisions and democratic decisions

Teaching Suggestions:

Levels 1 and 2: All activities except Activity E; may wish to do Activities B and/or C orally

Level 3: All activities

Vocabulary: Democratic decision, authoritarian decision, adult control, adult authority, male adult control, female adult control

Evaluation Activity: Activity F (for general information about the use of evaluation activities, see page xii)

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

- Authoritarian decisions are decisions that are controlled by the leader(s) of a group--or by the person or persons in authority.
- Democratic decisions are decisions that are shared among members of a group.
- Authoritarian and democratic decisions are each sometimes appropriate in most families.

Lesson 2: Thinking about Family Decisions

Activity A (discussion): Who makes family decisions?

Who makes decisions for your family? On the board, your teacher will draw a chart like the one on the next page. For each decision, the teacher will tally the class's responses to find out who makes these decisions in your family. Then, discuss the questions that follow the chart.

Family Decision Chart

	Mother only	Father only	Both parents	Parents and children	Children only
What food to buy					
What furniture to buy					
What car to buy					
What to cook					
Who should do chores					
When the children should go to bed					
Where to go on vacation					
What television shows to watch					
When to do homework					
Others:					

A-1 The traditional role of mothers in our society has been to make decisions about the day-to-day running of the household. Such decisions include what food to buy, what to cook, who should do chores, and when to send the children to bed. Now that more mothers are working, their decision role is changing.

A-2 The traditional role of fathers in our society has been to make decisions about large expenditures such as purchasing a house or car, or going on vacation. However, now that more mothers are working, the decision role of fathers is changing.

A-3 In many families in which both spouses work outside the home, roles are often in conflict, especially when one spouse is unwilling to share household chores. To resolve role conflicts, some couples are agreeing to share household chores and family care.

A-1 Are some decisions made mostly by mothers? Which ones? How can you explain why mothers make these decisions?

A-2 Are some decisions made mostly by fathers? Which ones? How can you explain why fathers make these decisions?

A-3 How does working outside the home affect who makes which decisions? Think about who would make the decisions if both parents worked, and who would make the decisions if only one parent worked.

Activity B:
Choose a family

This activity is about two families who must make some decisions. First, read about the Baker family.

The Baker Family

The Baker family is made up of three people: Lynn, a mother; Vera, a grandmother; and Lesley, Lynn's 12-year-old daughter.

Lesley is very popular at school. She spends a lot of time after school with her friends. She is having so much fun that she doesn't have any time left for homework. During the last quarter, her grades were mostly Ds and Fs. Her mother and grandmother are very upset.

What decision does the Baker family need to make? You can find out by asking what problem the Baker family has. Their problem is how to get Lesley to earn better grades. They must make a decision about how to solve this problem. In making this decision, they have several possible choices, or alternatives. Some of these alternatives might be:

- Grounding Lesley until her grades start improving
- Helping Lesley do her homework
- Hiring someone to help Lesley understand her homework
- Encouraging Lesley to decide to improve her grades so she can get a good job some day

Who do you think should make the decision? That is, who should choose the best alternative? You may think that Lynn and Vera should make the decision together. You may feel that all three members of the family should make the decision. Or you may think that Lesley should make the decision.

Carefully read the family description that follows. As you read, think about what problems the family has and what their alternatives might be. Then answer questions B-1 through B-3.

The Creasy Family

The Creasy family is made up of four people: DeWayne, age 46—husband, father, and professional writer; Carlotta, age 45—wife, mother, and accountant; Joanna, age 13; and Tony, age 11.

They live in the suburbs in Connecticut. They have some problems. Carlotta feels overworked. After working all day, she still has to cook and clean at night. DeWayne is worried because the house is never quiet enough for him to do his writing. Joanna is upset. She loves science, but her high school counselor suggested that she take home economics instead. Tony feels that his parents are too strict. He is not allowed to go out after 10:00 p.m., and he is not allowed to visit his friends on weeknights. Also, he and Joanna have to do the dishes every night.

B-1 What is one decision that is facing the Creasy family?

B-2 Think of two alternatives for this decision (in B-1) and write them down.

B-3 Which family member(s) do you think should make the decision? Explain why you think so.

B-1 Possible decisions: how to share tasks so that Carlotta doesn't feel overworked; how to provide more quiet for DeWayne; how to counsel Joanna about what courses to take; what (if anything) to do about Tony's problem

B-2 Variety of answers

B-3 Students may think the "man" of the home or the "head" of the house should make all the decisions. The next activity will help them explore the idea of democratic vs. authoritarian decision making in families.

Activity C:
Democratic and authoritarian decisions

Families can have either a democratic or an authoritarian decision-making system—or a mixture of the two.

Democratic decisions are shared among members of a group.

Authoritarian decisions are not shared. Instead, they are made by one person or a few persons in a group.

People generally agree that there is a time and place for both authoritarian and democratic decisions. Do you think a tax raise should be an authoritarian decision or a democratic decision? Because a tax raise affects everyone's pocketbook, most people in the United States would agree that a democratic decision would be best. They would make this decision by voting.

In families, authoritarian decisions are often best. Your father or mother wouldn't wait to take a family vote about whether to get your little brother out of the middle of the street. Neither would your parents ask you how much money they should spend on a new car. These decisions are usually made by the adults who are in charge of the family.

Often in families, democratic decision making can also be used. For example, the whole family might decide where to go on vacation. In that case, the decision would be democratic.

Usually, family decisions are controlled by adults. This decision-making system is called adult control or adult authority. Families can also assign authority according to whether a person is male or female. For example, in some families, all important decisions are made by the male adult. In this case, the family uses male adult control. If female adults make the decisions, the family uses female adult control. Later you will think about which kind of authority is the most fair in certain situations.

Read the 10 attitudes (C-1 through C-10) listed below. For each attitude, decide which kind of family decision-making system it best describes:

a. Adult control (authoritarian)

b. Male adult control (authoritarian)

c. Female adult control (authoritarian)

d. Control by the person who makes the most money (authoritarian)

e. Decision shared by adults and children (democratic)

Write the letter—a, b, c, d, or e—next to the attitude:

C-1 a
C-2 b
C-3 a
C-4 e
C-5 d
C-6 e

C-1 Children should not be allowed to make decisions. Parents should make all the decisions.

C-2 Most of the important decisions should be made by the father.

C-3 Most of the important decisions should be shared by all of the adults.

C-4 Children should be allowed to help adults make as many decisions as possible. That way, the children can get practice in decision making.

C-5 The person who makes the most money in the household should make the decisions. After all, if he or she weren't working, the family couldn't exist.

C-6 Family members who cook and take care of the household are doing just as much as those who are making money. Therefore, everyone who helps the family in any way should have a part in making the decisions.

C-7 If a husband and wife disagree, the husband should make the final decision.

C-8 If a husband and wife disagree, the wife should make the final decision.

C-9 If a husband and wife disagree, the one who has the most information should make the decision. Sometimes the wife is more qualified to make the decision. Sometimes the husband is more qualified to make the decision.

C-10 Families should try to make sure that everyone, except for very young children, is responsible for making at least a few decisions.

C-7 b
C-8 c
C-9 a
C-10 e

Activity D: Class wrap-up

D-1 Discuss the decision your group chose for the Creasy family. Who made the decision? Was it democratic or authoritarian?

D-2 Look at the chart in Activity A. Which decisions were mainly authoritarian? Which were mainly democratic?

D-3 Some people believe the "man" of the family should make the most important decisions. Do you agree or disagree? Why?

D-1 Variety of answers

D-2 Variety of answers

D-3 This is a transition question for future lessons on female and male roles and steps to decision making. Students may respond that men should make more important decisions than women because they are "head of the household." Point out that some men may make better decisions than some women in certain situations, but that not all men can make better decisions than all women. Both females and males, adults and children, can learn to make good decisions.

Activity E:
Role-play

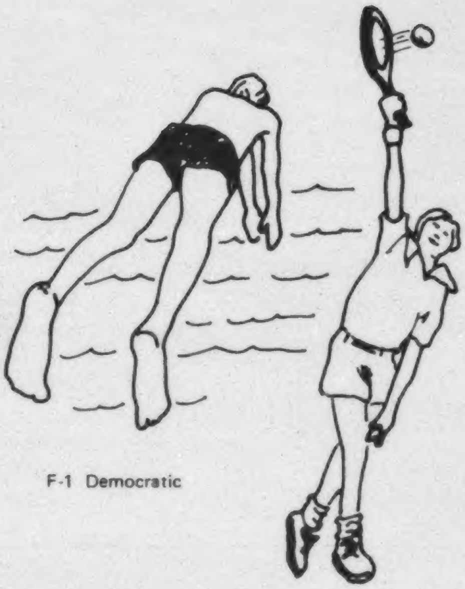
Role-play one decision that the Creasy family or your own might make. Have the class guess whether the decision is authoritarian or democratic.

Activity F:
Flight Check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

Decide whether each of the following decisions is authoritarian or democratic.

F-1 The family voted to go to the beach for vacation.



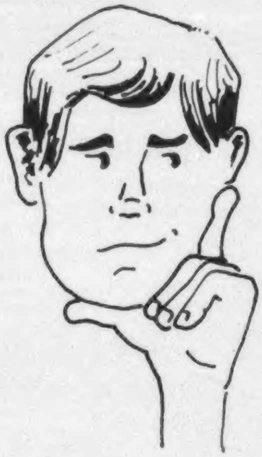
F-1 Democratic

F-2 Father decided that the family would not own a television.

F-3 Susan and her parents selected her clothes together.

F-4 Whenever Shawn and Carol disagreed, Shawn made the final decision.

F-2 Authoritarian
F-3 Democratic
F-4 Authoritarian



TEACHER OVERVIEW FOR LESSON 3

Duration: Two or more class periods

Purpose: To help students explore their own values and see how values relate to decisions and actions

Student Objectives:

- To classify actions according to the values they suggest
- Given a set of value categories, to rank order them according to personal preference

Teaching Suggestions:

Level 1: Activity B (B-1, orally); Activities C, D, E

Levels 2 and 3: All activities

Vocabulary: Values

Evaluation Activity: Activity E (for general information about the use of evaluation activities, see page xii)

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

- A value is a standard of worth by which people judge things. A person's values show what that person thinks is good or important.
- The actions (decisions) of a person often reveal the person's values.
- In our society, women and men are often socialized to have different values and to do different things.
- People's values vary because they develop different personalities and are socialized differently.
- A person may prioritize values differently in different situations.

While there is dispute among educators and social scientists about the exact definition of values, Shaver and Strong (1976) suggest the following definition as a useful one: Values "are the criteria by which we judge 'things' (people, objects, ideas, actions, and situations) to be good, worthwhile, desirable; or, on the other hand, bad, worthless, despicable, or somewhere in between these extremes." M. Rokeach (1969) defines a value as a "type of belief centrally located within one's total belief system, about how one ought or ought not to behave, or about some end state or existence worth or not worth attaining."

Continued

Often people confuse values with value judgments. When one applies a value to make a judgment about a particular action, idea, person, thing, or situation, that person makes a value judgment (Shaver and Strong, 1976, pp. 15-16). For example, the statement that "students should come to class on time" is a value judgment which may derive from the values of punctuality, classroom order, or self-worth (of teacher). While one can make many, many different value judgments, there are relatively few values upon which they may be based.

Lesson 3:
Values and You

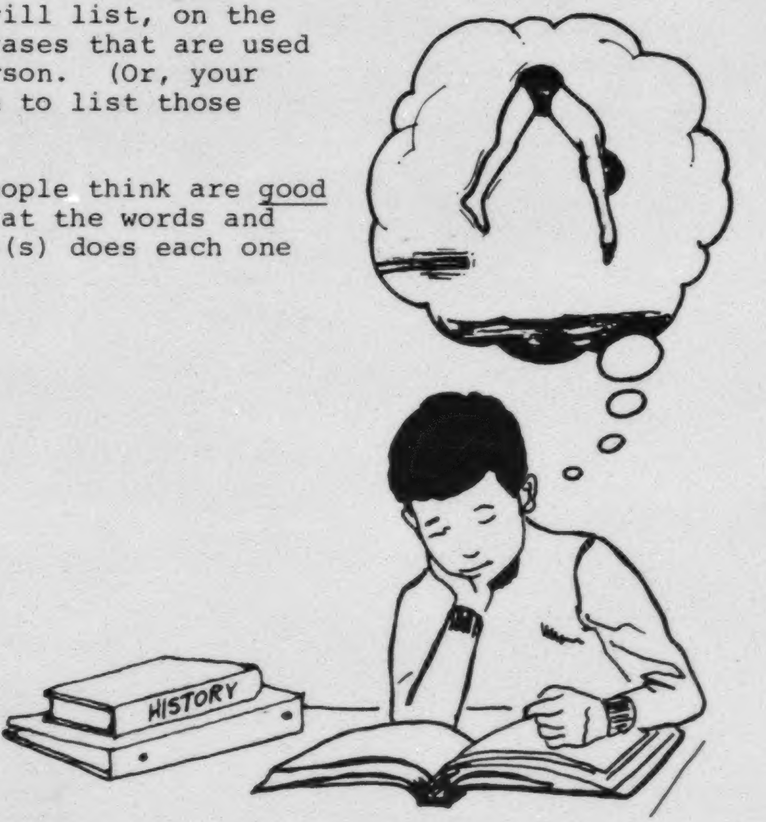
Activity A:
What are values?

A-1 Write a paragraph that describes one of your best friends. In the paragraph, make sure to write why you like this person. (You do not need to name the person.)

A-2 Your teacher will ask some students to read their paragraphs. As they are read, your teacher will list, on the board, words and phrases that are used to describe that person. (Or, your teacher will ask you to list those words and phrases.)

A-3 Values are things people think are good or important. Look at the words and phrases. What value(s) does each one show?

Activity A: For A-2, list words and phrases from students' paragraphs such as "lends me money," "remembers my birthday," "is a good football player." Then in A-3, help students determine what that phrase might show about the writer's values. For example, the phrases above show that the writer may value generosity, friendliness, and skill in sports.



Activity B:
Actions and values

Activity B: Point out to students that some actions show several different values. For example, most people go to college to get information and to enable them to make money in the future.

Many of your actions involve decisions. For example, you may decide to buy a pair of skates instead of new clothes. Or you may decide to swim instead of watch television.

Someone can tell a lot about your values by looking at your actions. Your values are what you think is good or important. So if you read the newspaper often, you probably value knowing what is happening in your city or country. You may also want to take actions as a result of your reading. You can state your value in a general way. Your value is having information.

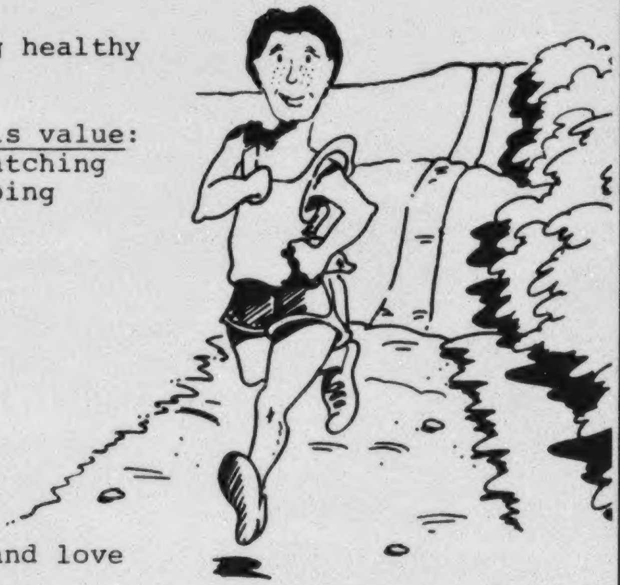
Often, people's actions are based on more than one value. For example, many students study hard so they will be ready for college. But they may also want good grades to please their parents. As a result, sometimes it is difficult to tell what people's values are.

In B-1 are listed eight valuable things.* They are stated in a general way. With each one are examples of actions that could show the value. (Remember, the actions in each category can also show other values.)

B-1 For each category listed, add another action that could show the value.

a. Value: feeling good (being healthy and happy)

Actions that could show this value: getting plenty of sleep, watching television for pleasure, doing what you want to do



b. Value: having friendship and love

Actions that could show this value: giving birthday presents to your friends, being friendly

c. Value: having information

Actions that could show this value: getting an education, reading the newspaper for information

d. Value: having skill or ability

Actions that could show this value: taking a cooking class, doing homework, going to a trade school or to college

B-1 a. taking a nap when sleepy, eating good food

b. smiling, helping your friend accomplish something, doing activities with your friend

c. asking a lot of questions, spending time in the library, trying to do well in school

d. developing skill in sports, studying very hard to make good grades and develop academic ability

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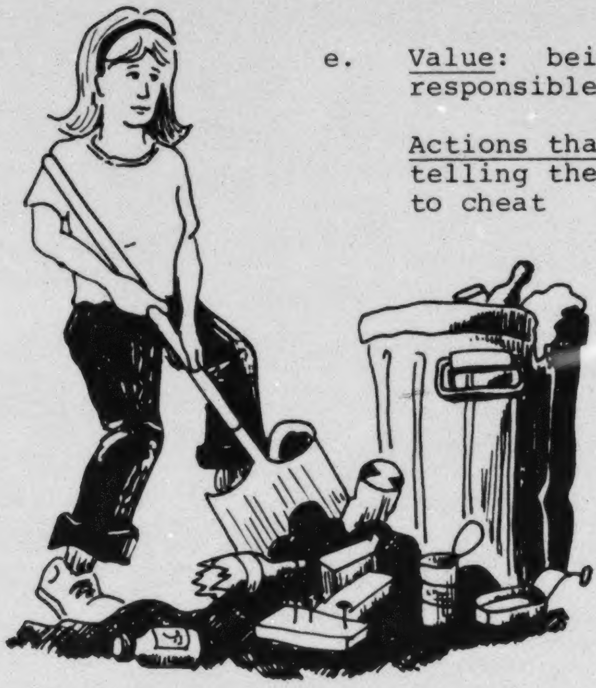
*Adapted from Arnspiger, V. Clyde; Rucker, W. Ray; and Creas, Mary S. *Personality in Social Process.* Dubuque, Iowa: Kendall/Hunt Publishing Company, 1969.

e. Value: being trustworthy and responsible

Actions that could show this value: telling the truth, deciding not to cheat



f. Value: having wealth or material goods

Actions that could show this value: choosing a career in which you could make a lot of money, having two jobs, saving your money, getting a good education

g. Value: having power over others

Actions that could show this value: becoming a manager, being able to influence people

h. Value: having respect or recognition

Actions that could show this value: trying to become President, getting all As, winning a prize or ribbon, being captain of the team, being put in charge of something

e. keeping promises, doing your part of group work, being dependable, arriving on time

f. buying clothes, buying a car, investing in stocks

g. trying to hold political office, being a good leader

h. getting your name in the newspaper, being trustworthy, trying to "be the best"

To find out more about how actions show value, read the following story. As you read it, try to decide what Diane values.

DIANE

Diane

Diane is 14 years old. She is interested in science. She also likes to make pottery. Often, she spends her free hours reading about insects or writing poems.

Her room is somewhat messy, but she doesn't want to spend her time cleaning it. She doesn't watch much television. She would rather play with her bulldog, care for all her plants, read, and write.

She is very picky about her friends. She prefers to have one or two very close friends instead of many friends who are not very close. She enjoys being alone sometimes—just to think about things.

Diane is looking forward to going to Africa when she is older, to collect some information about African insects.

B-2 List the actions that seem to be important to Diane.

B-3 Next to each action, write a value that the action shows. Use the list of values from B-1.

B-2 Science, pottery, studying insects, writing poems, playing with her bulldog, taking care of plants, being by herself, having a few close friends, traveling

B-3 Science (feeling good and/or having information); pottery (feeling good and/or having skill or ability); studying insects (having information); writing poems, playing with her bulldog, taking care of plants, being by herself, traveling (feeling good, having information, having respect or recognition); having a few close friends (friendship)

Activity C:
Thinking about your values

C-1 Listed again, below, are the eight general values. Rank-order them according to your values. To do this, put a 1 by the value you think is most important, a 2 by the next most important value, and so on.

a. feeling good (being healthy and happy)

b. having friendship and love

c. having information

d. having skill or ability

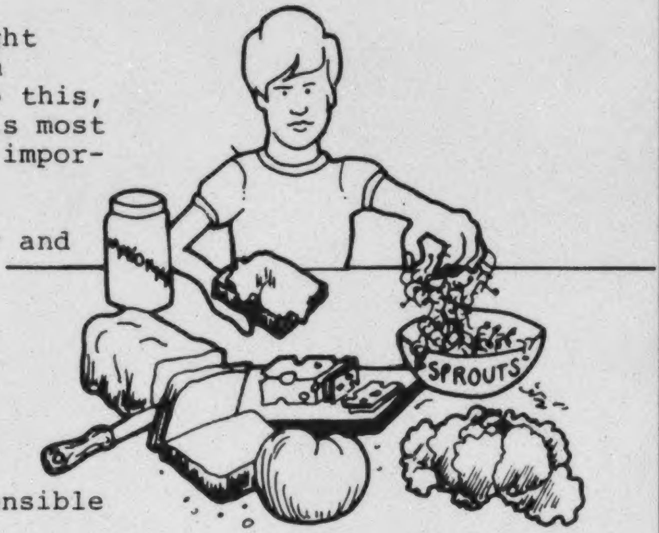
e. being trustworthy and responsible

f. having wealth or material goods

g. having power over others

h. having respect or recognition

C-2 Form a group with three or four other students and compare your rankings. Discuss your reasons for the rankings. After the discussion, rank your values again.



C-1, C-2 Variety of answers

Activity D:
Class wrap-up

Discuss your answers for Activity C.

D-1 How many people changed their rankings after discussing them in a group? Explain your changes.

D-2 Which valuable things could you use to obtain other valuable things? Explain.

D-3 Can people use their values as goals? Explain.

D-4 Can you prefer different values at different times? Explain. Is it usually easy to tell what a person's values are? Explain.

D-5 a. What value might a sick person rank as number 1?

b. What value might a very poor person rank as number 1?

c. Why do people rank values differently?

D-6 Compare the top three rankings for girls with those for boys. Were they different? If so, how? Why? Should girls and boys have the same values or different values? Explain.

D-1 Variety of answers

D-2 Sample answers: A person could obtain friendship through trustworthiness or respect. A person could "feel good" because of friends. A person could be respected or have power because she or he has so much information.

D-3 Yes. If a person values respect, and sets it as a goal, she or he is more likely to obtain that valuable thing. Values are standards, and as such, most humans are working toward them.

D-4 Yes. In one situation, you might have to choose between having information and friendship, or be between friendship and power over others. On the job, people might prefer power. At home they may prefer friendship—or vice versa.

D-5 a. Feeling good

b. Material goods

c. Because they are (and have been) in different situations and because they value different things

D-6 Different ways of socializing girls and boys often result in differences in what each thinks is important. You may find that the values girls chose as most important were being happy and healthy, having friendship and love, and/or being trustworthy; the boys may be more likely to rank having skill or ability, having wealth or material goods, and having respect or recognition.

Discuss group differences, if any, in your class. Ask: Are some of these values really better than others? Or are they all important to a good life? Point out that this is a list of core values that most Americans agree are important for everyone.

Ask: Is it okay for females to value having respect or recognition? Having skill or ability? Having power over others? Ask: Is it okay for males to value friendship and love and being trustworthy? Elicit from students nonstereotyped examples of each value, such as a woman who values her public leadership position partly because of the resulting power and recognition, or a man who values the time he spends during the day taking care of his children.

Activity E: Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

Think about the actions in E-1 through E-7, below. For each one, select at least one value, a through h, also listed below. You may choose more than one value for each action. Explain each answer.

E-1 getting a college education
E-2 eating food that you enjoy
E-3 learning how to play tennis
E-4 getting a job after school
E-5 owning an expensive car
E-6 running for student body president
E-7 spending time to keep a promise

a. feeling good (being healthy and happy)
b. having friendship and love
c. having information
d. having skill or ability
e. being trustworthy and responsible
f. having wealth or material goods
g. having power over others
h. having respect or recognition

E-1 d, f, g, h
E-2 a
E-3 d, h
E-4 d, f
E-5 f, h
E-6 b, g, h
E-7 b, e, h

TEACHER OVERVIEW FOR LESSON 4

Duration: Approximately one class period

Purpose: To help students recognize that values often conflict in real-life situations

Student Objective:

- In a given situation, to identify conflicting values

Teaching Suggestions:

All levels: All activities

Vocabulary: Value conflict

Evaluation Activity: Activity D (for general information about the use of evaluation activities, see page xii)

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

- Real-life situations often involve value conflicts.
- The decision maker must choose from several "good" values according to which seems best for the situation.

Lesson 4: Value Conflicts

Activity A: Choosing values

A value conflict occurs when you have trouble deciding what you value most in a certain situation. For example, you may value power and you may value honesty. In some situations these values may be in conflict. For example, what if you have to cheat in a game in order to win? Will you choose power (winning) or will you choose honesty?

Here is another example of a value conflict. You may value both academic ability and friendship. What if your friend calls you the night before a test and suggests going to a movie? You have to choose between two of your values: having friendship and having skill or ability. This is a value conflict.

Read the following situations. Then, next to the situations, write the letters of the main values (listed below) that are in conflict.

a. feeling good (being healthy and happy)

b. having friendship and love

c. having information

d. having skill or ability

e. being trustworthy and responsible

f. having wealth or material goods

g. having power over others

h. having respect or recognition

A-1 Value a (being happy) conflicts with Value e (being trustworthy).

A-2 The following values are in conflict: Value b (having friendship and love), Value d (having skill or ability), Value a (feeling good), and/or Value c (having information).

A-3 Value a (feeling good) conflicts with Value c (having information).

A-1 Andy was tired after a long day at school. He was just about ready to fall on the sofa to watch television. Then he remembered that he had promised to help the man next door clean his backyard.

A-2 Lisa was bothered. Her friends thought she'd make a good cheerleader. Her parents wanted her to get good grades. She wanted to spend her extra time improving her swimming skills.

A-3 Daryl wanted to watch television. He also knew that he needed to study for his English test the next day.

A-4 Darla had a choice. She could spend her summer either working to save money for college or going to the beach with her friends.

A-4 Values c (having information) and f (having wealth or material goods) conflict with Value b (having friendship and love).

A-5 Kay wanted to be Mike's friend, but she didn't like the fact that he never listened to her opinions.

A-5 Value b (having friendship and love) conflicts with Value h (having respect or recognition).

A-6 The Senator took money for a bribe, even though he knew others would not respect him if they found out.

A-6 Value f (having wealth) conflicts with Value h (having respect or recognition).

Activity B:
In case of fire!

Write a paragraph about five things you would choose to save if your house were on fire. (Do not include people, since everyone would probably try to save his or her family first.) Make sure to tell why you would save the five things you list.

Take turns reading your paragraphs in class. Then try to decide what each person's values are. Were any values in conflict?

Activity C:
Class wrap-up

C-1 Discuss your answers for Activities A and B.

C-2 Think of a value conflict in a situation you saw on a television program or read in a book. Tell how the conflict was resolved.

Activity D:
Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

D-1 Write the two values that are in conflict in the following situation:

Lannie didn't know what to do. She wanted to get a part-time job after school to have some spending money. But she also wanted to have plenty of time to study so she could get good grades.

D-1 Having wealth or material goods and having information (or having skill or ability)

D-2 Write a paragraph about a decision you had trouble making because your values were in conflict. Tell what values were in conflict, what decision you made, and why you made that decision.

TEACHER OVERVIEW FOR LESSON 5

Duration: One or two class periods

Purpose: To present students with a model for decision making, with special emphasis on the positive and negative consequences of alternatives

Student Objectives:

- For a given decision situation, to generate alternatives and consequences
- To classify consequences as positive or negative
- To demonstrate use of four decision-making steps by filling in a decision model

Teaching Suggestions:

Level 1: Activity A, orally; Activities B and D

Level 2: All activities except Activity C

Level 3: All activities

Vocabulary: Consequences, positive consequences, negative consequences, decision model, advantages, disadvantages

Evaluation Activity: Activity D (for general information about the use of evaluation activities, see page xii)

Special Preparations: You will need to provide for each student a copy of the decision model on page 55. These copies will be used in Activity B. (If you cannot provide copies, students will need to copy the model on their own paper.)

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

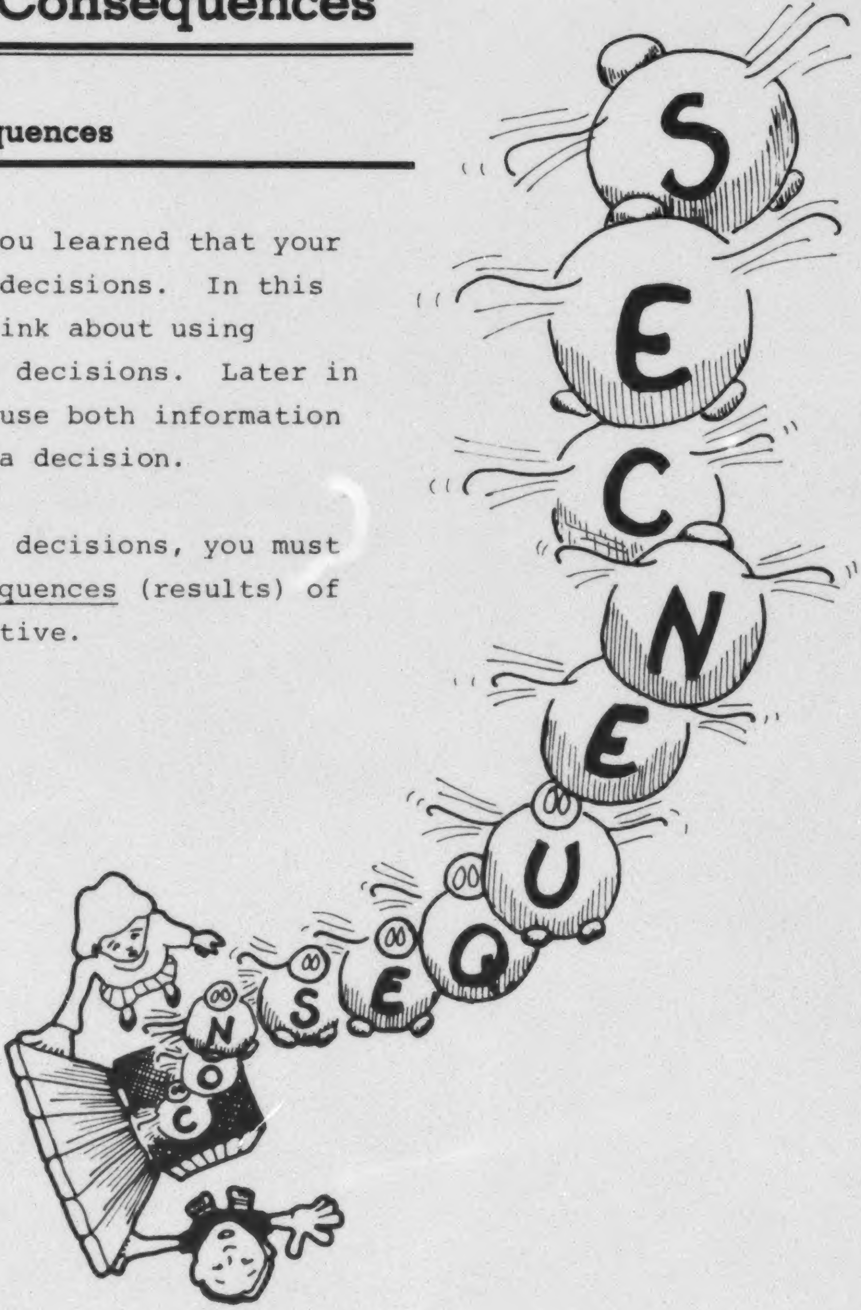
- When making a decision, a person should think about the consequences (both positive and negative) of each alternative.
- The four steps in making a decision are outlining alternatives; thinking about the consequences (advantages and disadvantages) of each alternative; thinking about the values that may be in conflict; and choosing one alternative.

Lesson 5: Your Choices and Their Consequences

Activity A: Thinking about consequences

In the last lesson, you learned that your values help you make decisions. In this activity, you will think about using information in making decisions. Later in the lesson, you will use both information and values in making a decision.

In order to make good decisions, you must think about the consequences (results) of each possible alternative.



Pretend that it is the beginning of class. The teacher gives everyone an assignment that is due at the end of class. Two of your alternatives (choices) might be (a) to do the assignment or (b) to talk to a classmate.

What will the consequences be for the first alternative? You will learn something new and you won't fail the assignment. Many people would think of these as positive (good) consequences.

What will the consequences be for the second alternative? First, you may enjoy talking to your classmate. So enjoyment might be a positive (good) consequence. But you will probably not learn anything—and neither will your classmate. You will also pay for your present enjoyment later, when you fail the assignment or have to stay after school to do it. Many people would think of these as negative (bad) consequences.

Often it is difficult to decide whether consequences are positive or negative. The people involved in the situation must decide whether the consequences are good or bad.

When making this decision, you will have to think about the consequences of each alternative. You will have to decide which consequences are the most positive and for what reason.

Look at the following situations. For each one, write two possible actions you could take in the situation. (See chart below.)

A-1 You are riding your bike and come to a red light.

A-2 You have just discovered your friend cheating.

A-3 You are tired of chewing your gum.

Now, next to each alternative write one possible consequence.

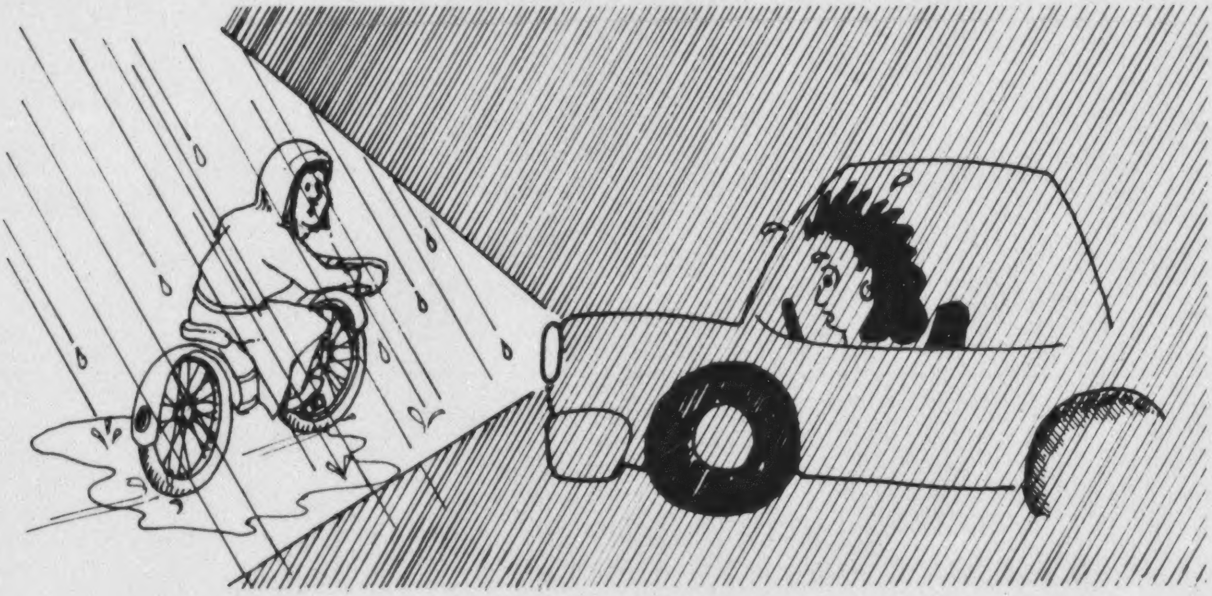
A-1 To stop; consequence: safety, obey law
To keep going; consequence: accident or ticket

A-2 To do nothing; consequence: feel guilty; keep your friendship
To tell the teacher; consequence: possible loss of friendship

A-3 To drop it on the floor; consequence: litter
To drop it in the wastebasket; consequence: tidiness
To swallow it; consequence: indigestion

	Alternative	Consequence
Situation A-1	a.	a.
	b.	b.
Situation A-2	a.	a.
	b.	b.
Situation A-3	a.	a.
	b.	b.

Read the story below and answer the questions that follow.



Marge's Decision

Marge was driving too fast on a rainy night. When she saw the girl on the bicycle, she tried to stop. But the car skidded and hit the bicycle. Marge was so frightened that she didn't stop. Instead, she drove away from the accident.

A-4	List some possible consequences for the alternative (action) Marge chose. For each consequence, write whether you think it is positive or negative and explain why.	A-4 Guilty conscience (negative) escapist Severe form of legal punishment, such as imprisonment (negative) Delay in getting help for bicyclist (negative)
A-5	List an alternative (action) that Marge did not choose.	A-5 To stop and take responsibility for the accident (positive) To stop and help girl (positive)
A-6	List some consequences for the alternative Marge did not choose. Write whether the consequences are positive or negative.	A-6 Less severe form of legal punishment—a fine, for example (positive) Less guilty than choice of leaving the accident (positive) Might save life of bicyclist (positive)

Activity B (discussion): Using a decision model

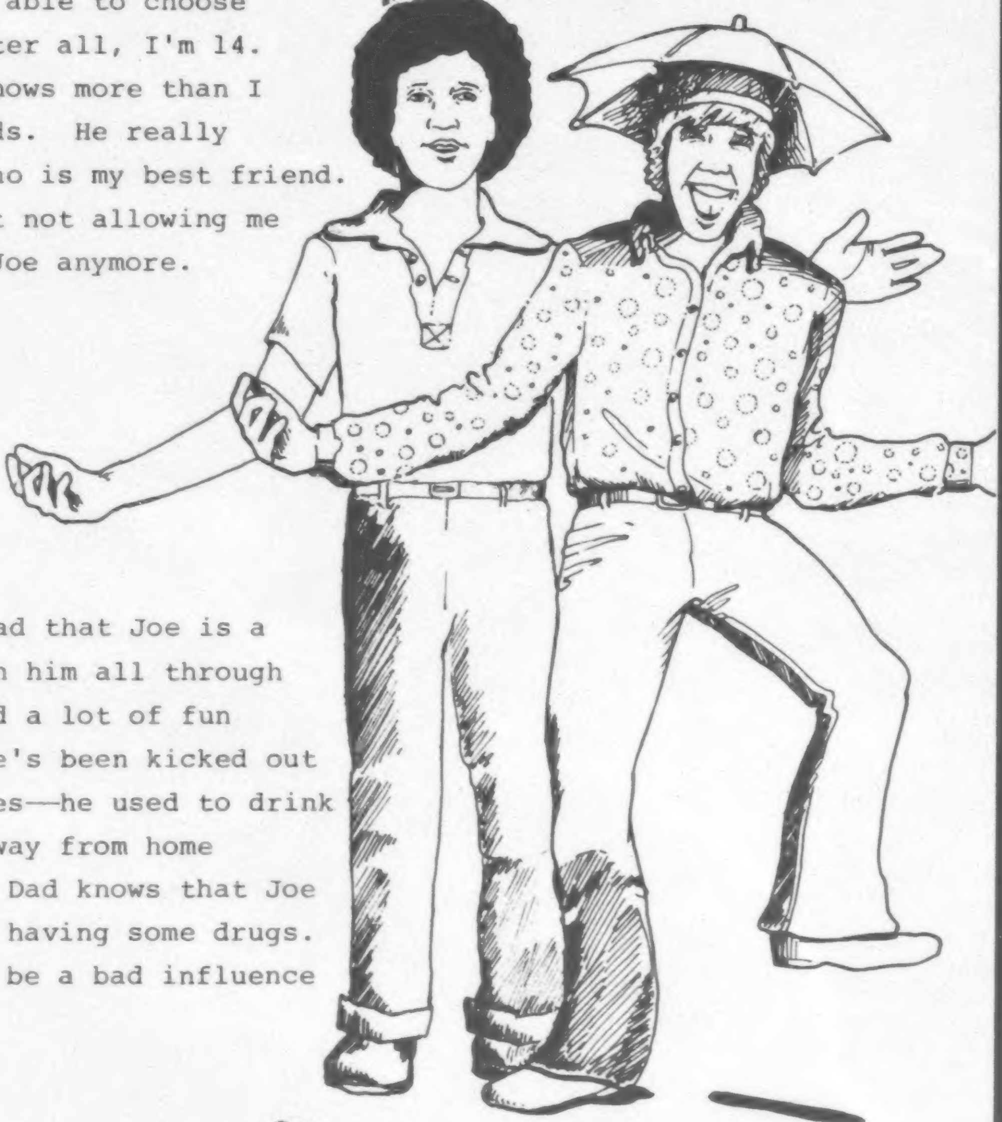
When you have a problem that needs a decision, there are steps you can take.

The chart on page 55 is a decision model. (A model is a pattern to follow.) First you need to state the problem. As you can see, then there are four main steps in solving the problem: (a) outlining alternatives (choices), (b) thinking about the consequences (advantages and disadvantages) of each alternative, (c) thinking about the values that may be in confict, and (d) choosing one alternative. Positive consequences are advantages of a choice, and negative consequences are disadvantages of a choice.

Read the story below, either by yourself or aloud in class. Then answer the questions that follow.

A Conflict about Friends

My name is Al. My father and I just don't see things the same way. I think I should be able to choose my own friends. After all, I'm 14. But Dad thinks he knows more than I know about my friends. He really doesn't like Joe, who is my best friend. He is thinking about not allowing me to be friends with Joe anymore.



I explained to Dad that Joe is a good guy—I've known him all through school and we've had a lot of fun together. Sure, Joe's been kicked out of school a few times—he used to drink a lot and has run away from home several times. And Dad knows that Joe got busted once for having some drugs. Dad thinks Joe will be a bad influence on me.

I think Joe has learned his lesson. I haven't seen him doing anything like that lately. Basically he's a good guy—just a little wild and crazy. From what I've heard, he has a pretty bad home life, so I can't really blame him for trying a few drugs. If I turn my back on Joe, he might feel worse than ever.

Last night, my father said that he will think about the situation some more. He and my mother have agreed to decide together whether or not I can go places with Joe anymore.

Pretend you are one of Al's parents. Discuss with your class the questions below. As the questions are discussed, fill in your copy of the decision model.

B-1 What is the main problem in this situation?

B-2 What alternatives do you have?

B-3 List some consequences (both advantages and disadvantages) for each alternative.

B-4 What values might be in conflict?

B-5 What decision would you make and why?

B-6 What four decision steps did you just think through? What are these steps called?

B-1 Al and his father are in conflict over Al's friendship with Joe.

B-2 through B-5 See decision model on page 55.

B-6 Outlining alternatives; thinking about the consequences of each alternative; thinking about values in conflict; making the decision. These four steps are called the decision model.

Problem: ______________________________

Step 1: Outlining Your Alternatives for Action

Alternative 1:

Not to permit Al to have Joe over or go anywhere with him.

Alternative 2:

To permit Al to have Joe over and go places with him.

Step 2: Thinking about the Consequences of Each Alternative

Alternative 1

Advantage:

Al's parents would have total control over his actions and wouldn't have to worry as much about Al becoming involved in drugs.

Disadvantage:

Al would feel that he had been treated unfairly.

Al is probably old enough to choose his own friends.

So far, Al has been a responsible person.

Alternative 2

Advantage:

Al would feel that his parents trusted him because they had allowed him to make his own decision.

Disadvantage:

Al's parents would have no control over his actions.

Joe may be a poor model as a friend for Al.

Step 3: Thinking about the Values in Conflict

Power over son

Respect from son

Happiness of son

Step 4: Decision (Choosing One Alternative)

Alternative 1 or 2

Activity C:
A family decision

In this activity, you will be using the decision model. First, read the following story. Then answer the questions that follow.

To Move or Not to Move

Georgia and Eric Hudson have been married for 15 years. They have three children: Susan, age 13; Ellen, age 12; and Daryl, age 9. The family lives in Tallahassee, Florida.

Eric works as an accountant for a large company. Georgia finished her law degree two years ago. Since then she has worked as a law partner with another woman. Business has been slow for the partners. But at last they seem to have become better known in the community. They are finally starting to build up their practice.

The children are happy, too. They have a lot of friends, and they love to go water skiing and fishing at the coast nearby. Ellen has a horse, which is kept at a ranch about ten miles from the Hudson home.

For the last week, the family has been trying to make an important decision. Eric has been offered a promotion. He is excited because he is tired of his present job. The promotion would make his job much more interesting. The job also offers $5,000 more a year. The only problem is that the new job is in St. Louis, Missouri—a long way from their friends. Eric is concerned about his family's feelings. At the same time, he knows he would enjoy the new job.

Everyone in the family has a different opinion about what Eric should do. Georgia feels that things are finally looking up in her law practice. Now that she has become known locally, she does not want to leave. It would mean that much of her work so far has been for nothing.

The children have mixed feelings. Ellen does not want to move. She has many friends and a horse, and she doesn't want to lose them. However, Daryl and Susan think moving might be exciting—although they are also happy where they are.

What should the family do: move or not move?

C-1 What is the main problem in this story?

C-2 List two possible alternatives the family has.

C-3 For the first alternative, list an advantage and a disadvantage.

C-4 For the second alternative, list an advantage and a disadvantage.

C-5 List two values that are in conflict.

C-6 Write which alternative seems best and tell why.

C-1 What to do about Eric's job offer

C-2 To move or not move, decide later after get more information

C-3 To move
Advantages: Eric would have a better job that pays more. Family may have an adventure and challenge.

Disadvantages: Family will have to leave Tallahassee. Georgia will lose law practice. Ellen will have to give up her horse; all the children will have to give up their friends.

C-4 Not to move
Advantages: Georgia has a good job. Children stay near friends.

Disadvantages: Eric has an uninteresting job. Family will lose chance for more money.

C-5 Money, happiness, security, friendship

C-6 Variety of answers

Activity D: Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

Imagine that you have just found $1,000. You try, through the police, to find the owner. Since the police cannot locate the owner, you are being allowed to keep the money.

D-1 List at least two possible alternatives about how you could use the money.

D-2 List at least one consequence for each alternative.

D-3 List at least two conflicting values to consider before you make your decision.

D-4 Choose what you think is the best alternative.

D-5 What are the above four steps called?

D-1 through D-4 Variety of answers

D-5 The decision model

TEACHER OVERVIEW FOR LESSON 6

Duration: Approximately one class period

Purpose: To introduce students to the concept of fairness, which can help them in analyzing alternatives

Student Objective:

- Given a definition of fair, to classify decisions and situations as fair or unfair

Teaching Suggestions:

Level 1: Activity A, orally; all other activities as written

Levels 2 and 3: All activities

Vocabulary: Equal chance, equal access, fairness

Evaluation Activity: Activity D (for general information about the use of evaluation activities, see page xii)

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

- Being fair can be defined as providing people with an equal chance at attaining the things a society considers valuable.
- This program uses the following general categories to describe valuable things: feeling good, having friendship and love, having information, having skill or ability, being trustworthy and responsible, having wealth or material goods, having power over others, and having respect or recognition (see Lesson 3).
- An understanding of fairness to other people often helps in democratic decision making. If one makes a fair decision, other people are not deprived of an opportunity to share in the values most people prize (see Lesson 4).

This lesson looks at fairness from the point of view of equal treatment. Later, in Lesson 12, equality is compared with equity to expand the concept of fairness.

Lesson 6: Fairness in Decisions

Activity A:
What is fairness?

Decisions affect people! What you decide to say and do to people can hurt them or make them happy. It is important to learn to think about others' feelings. One way to do this is to try to be fair.

What do you think fair means? One definition is treating people equally. How can you tell if someone is treated equally? You can see if the person has an equal chance at getting the things most people consider important—the things they value.

If a situation is fair, it provides people with equal access to (or an equal chance at getting) these valuable things. If a situation is unfair, someone is kept from these valuable things.

Here are some examples. Suppose that your school lets only girls enroll in math class. Would that be fair? No, because boys would be kept from some valuable things—information and ability.

What if your parents let only one child in the family ride a bicycle? What valuable things would the other children be kept from? They may be kept from the chance to feel good—and they would certainly be kept from having the ability to ride a bicycle.

Look at the following unfair situations. One or more of the things people value are being kept from someone. You found out in Lesson 3 about these valuable things. They include feeling good, having friendship and love, having information, having skill or ability, being trustworthy and responsible, having wealth or material goods, having power over others, and having respect or recognition.

After you read each situation, answer the questions that follow.

A-1 Leslie wants to go to the school dance with Jeff, but she is afraid he won't ask her. So she asks him. Jeff replies, "Well, I think it is crazy for girls to ask boys out. If I wanted to go out with you, I'd ask you."

a. Which valuable thing is at stake?

b. Who is keeping someone from having that valuable thing?

A-2 Janet just hit a home run for the team. As she rounds third base, George, who is watching the game, yells out, "You were just lucky!"

a. Which valuable thing is at stake?

b. Who is keeping someone from having that valuable thing?

A-1 a. friendship (Leslie)
b. Jeff

A-2 a. recognition (Janet)
b. George

A-3 Bob is not the cutest boy in the school. Any of the girls could tell you that he is too fat and wears only the same two shirts.

However, Bob is kind, responsible, and smart. He tries to be friends with everyone, but some of the girls giggle as soon as he walks into the room.

A-3 a. friendship (Bob)
b. the girls

a. Which valuable thing is at stake?

b. Who is keeping someone from having that valuable thing?

A-4 Conny was hired recently to work as a manager. About a week after she started working, she found out that a man in the same position who has the same experience is making $5,000 more a year.

a. Which valuable thing is at stake?

b. Who is keeping someone from having that valuable thing?

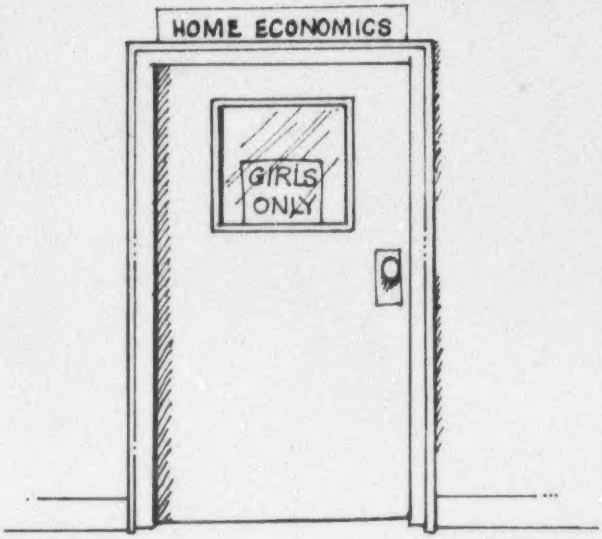
A-5 At the community college in Gerald's town, boys are not allowed to enroll in home economics.

a. Which valuable thing is at stake?

b. Who is keeping someone from having that valuable thing?

A-4 a. wealth (Conny)
b. her boss

A-5 a. information or skill (Gerald)
b. school administrators



Activity B:
Treating people fairly

To find out more about how to treat people fairly, read the story below. You will see that it has two endings. As you read, think about which ending you like more.

Helen and John

Helen and John were both trying to get the same construction job. Both had experience. Helen's main skill was building cabinets. John had worked in various areas of construction, including electrical wiring.

Ending 1

Mr. Shields, who was doing the hiring, had a hard time making up his mind. He had never hired a woman before. He needed someone who was good at building cabinets, and Helen had that skill. Finally, he decided to hire Helen.

Ending 2

Mr. Shields, who was doing the hiring, had a hard time making up his mind. Both Helen and John were well qualified. Mr. Shields needed someone who knew how to build cabinets, and Helen had that skill. But finally he decided against Helen. He just didn't want to hire a woman to do construction work. "After all," he thought, "everyone knows that a woman can't do construction work as well as a man."

Now answer the following questions.

B-1 What valuable thing or things are at stake?	B-1 Material wealth, feeling good, recognition
B-2 Which ending is unfair? Why?	B-2 Ending 2 is unfair because females as a group are being arbitrarily denied the opportunity to share in the value of earning money, and denied recognition for their ability.
B-3 Which ending is fair? Why?	B-3 Ending 1 is fair because the standard used is job-related.

Activity C: Class wrap-up

Discuss your answers for Activities A and B.

Activity D: Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

Decide whether you think the following people are treated fairly. Then tell what valuable thing is at stake.

D-1 a. unfair
b. ability or skill, recognition, feeling good

D-1 Mary wants to join the school baseball team. Her teacher has recommended her—she plays better than many of the boys. But the boys say no! "We don't want a girl on our team—how embarrassing!"

a. Is the decision fair or unfair?

b. What valuable thing is at stake?

D-2 George was chosen to represent his school in the county baking contest because he baked the best dessert.

a. Is the decision fair or unfair?

b. What valuable thing is at stake?

D-3 Few people were friendly to Darik, because he was from another country and did not speak English very well.

a. Is the decision fair or unfair?

b. What valuable thing is at stake?

D-2 a. fair
b. ability or skill, recognition, feeling good

D-3 a. unfair
b. friendship

TEACHER OVERVIEW FOR LESSON 7

Duration: One or two class periods

Purpose: To make students aware of the ways people can influence decisions

Student Objectives:

- Given various situations and advertisements, to identify the kind of influence being used
- To role play one kind of influence

Teaching Suggestions:

Level 1: Activity A, orally; Activity B, orally or written; Activity C or D, optional; Activities F and G

Level 2: All activities except Activity E

Level 3: All activities

Vocabulary: Influence, authority, physical power, reward, affection, information

Evaluation Activity: Activity G (for general information about the use of evaluation activities, see page xii)

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

- Influence means the ability to affect or change others.
- There are five major ways to influence decisions: authority, physical power, reward, affection, and information.

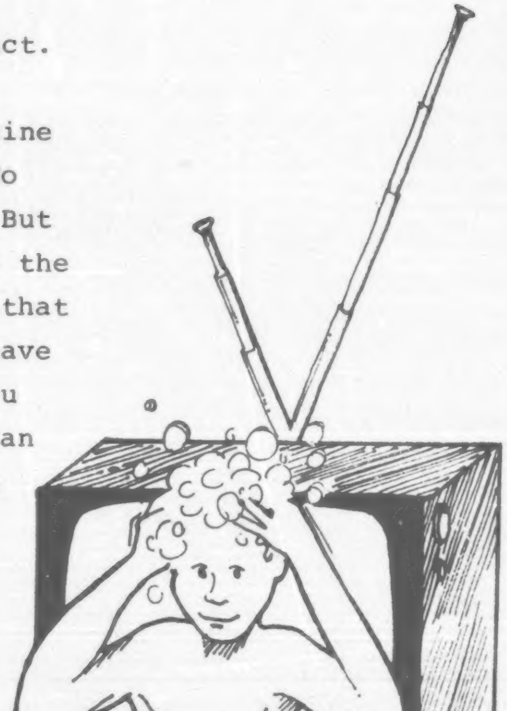
Lesson 7: Influencing Decisions

Activity A: Influencing

How often do you get a chance to help make a decision? You may wish you had more chances to make decisions. But even if you can't always make decisions, you can influence them.

What does influence mean? It means the ability to change how others think and act.

Here's an example. Television and magazine ads try to influence what people buy. No one can force you to try the products. But advertisers can cause you to want to buy the product. An ad might say, for example, that if you use a certain shampoo, you will have cleaner hair. If you believe the ad, you will probably buy the shampoo. As you can see, the ad has influenced you to act in a certain way.



Look at the following situations. In each one, someone is influencing the behavior of someone else. First, write who is influencing others. Second, write who is being influenced. If you think no one is influencing or being influenced, write no one on your answer sheet.

A-1 Mother ordered Janie to mow the lawn.

a. Who is influencing someone else?

b. Who is being influenced?

A-2 Mr. Bowman told the class that they could leave as soon as everyone was in her or his seat.

a. Who is influencing others?

b. Who is being influenced?

A-3 The dance club put up posters in M. Meade Middle School to announce the dance on Friday.

a. Who is influencing others?

b. Who is being influenced?

A-4 Theo decided to go home at lunchtime.

a. Who is influencing someone else?

b. Who is being influenced?

A-5 Beryl bought a new kind of toothpaste because the ad he saw on television said, "People who buy this toothpaste will be popular."

a. Who is influencing someone else?

b. Who is being influenced?

A-1 a. mother
b. Janie

A-2 a. Mr. Bowman
b. students

A-3 a. dance club
b. students at M. Meade Middle School

A-4 a. no one
b. no one

A-5 a. the ad company
b. Beryl

A-6 Chet ducked into the coffee shop when he saw the gang cross the street.

a. Who is influencing someone else?

b. Who is being influenced?

A-7 Many people stopped buying saccharin because scientists said that it causes cancer in mice.

a. Who is influencing others?

b. Who is being influenced?

A-6 a. gang
b. Chet

A-7 a. scientists
b. consumers

Activity B: Ways you can influence decisions

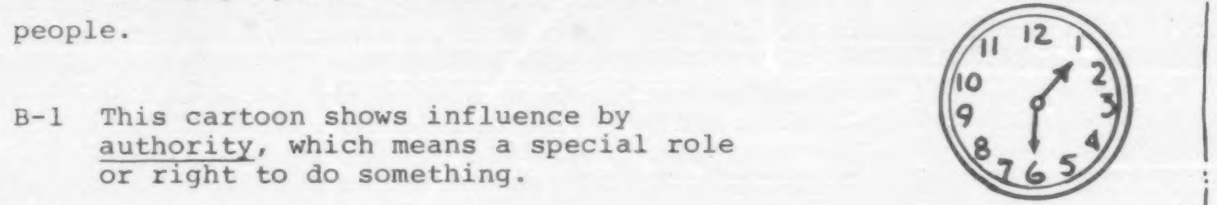
Study the following cartoons. Each cartoon shows a way people can influence other people.

B-1 a. employer
b. employee

B-1 This cartoon shows influence by authority, which means a special role or right to do something.

a. Who has authority?

b. Who is being influenced by authority?

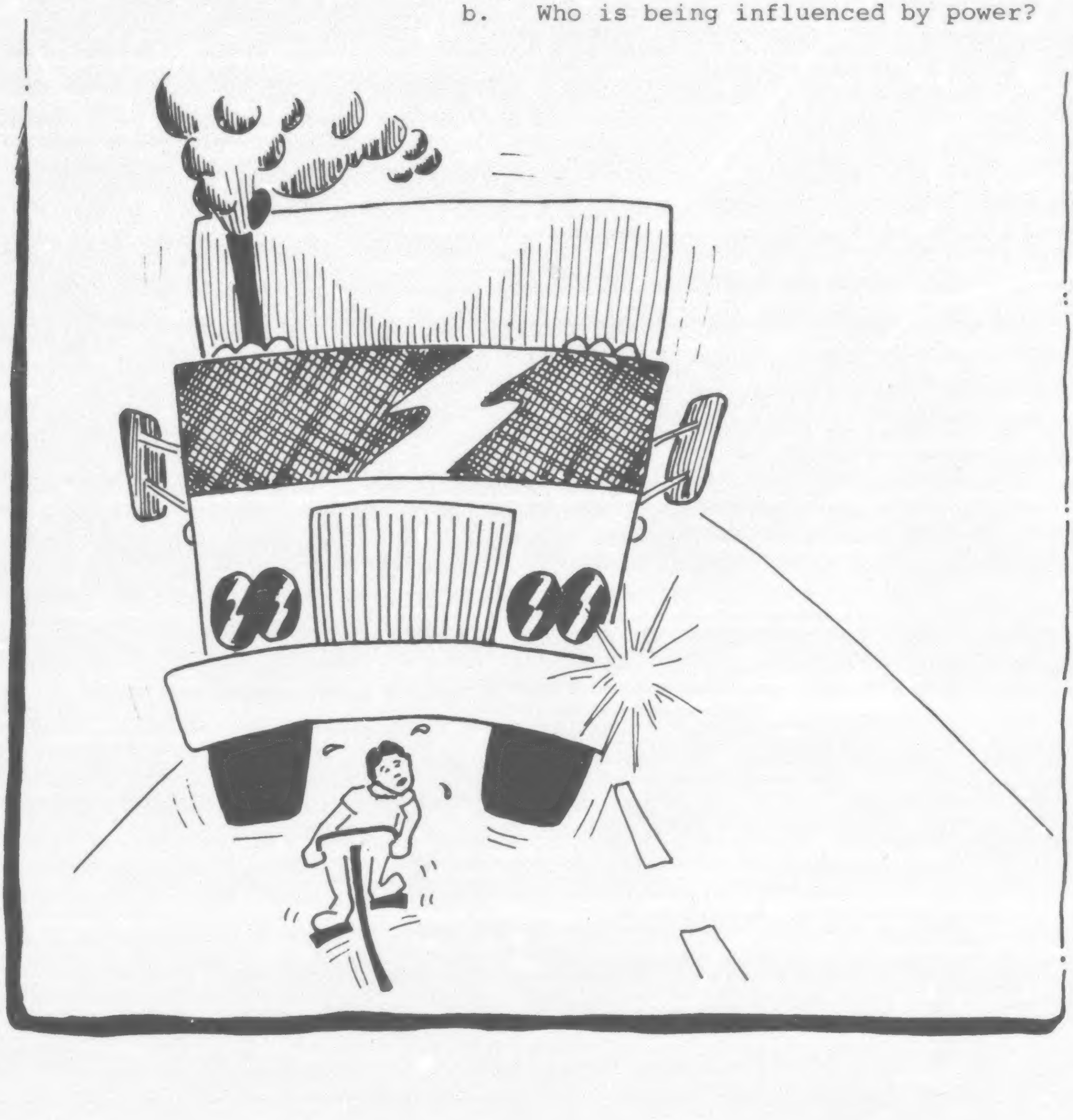

300 COPIES READY BY 2:00??? YES SIR!

B-2 This cartoon shows influence by physical power, which means the ability to threaten or harm someone else.

B-2 a. truck driver
b. boy on bicycle

a. Who has power?

b. Who is being influenced by power?

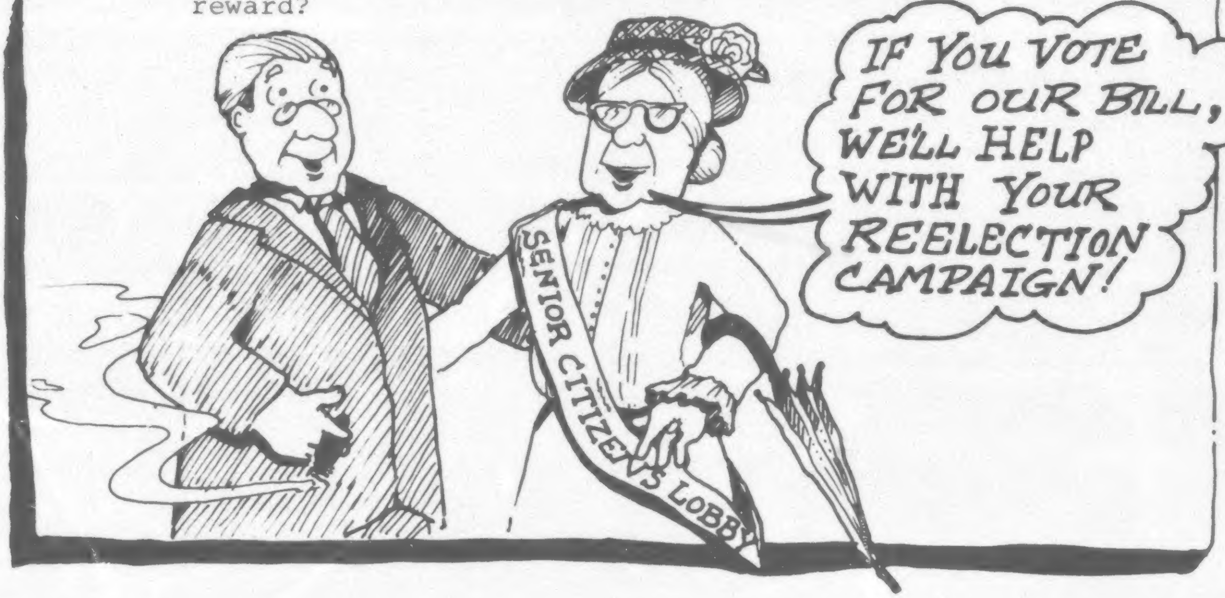


B-3 Here someone is influencing by promising a reward, which means something given or received for an action.

a. Who is offering a reward?

b. Who is being influenced by a reward?

B-3 a. lobbyist
b. legislator

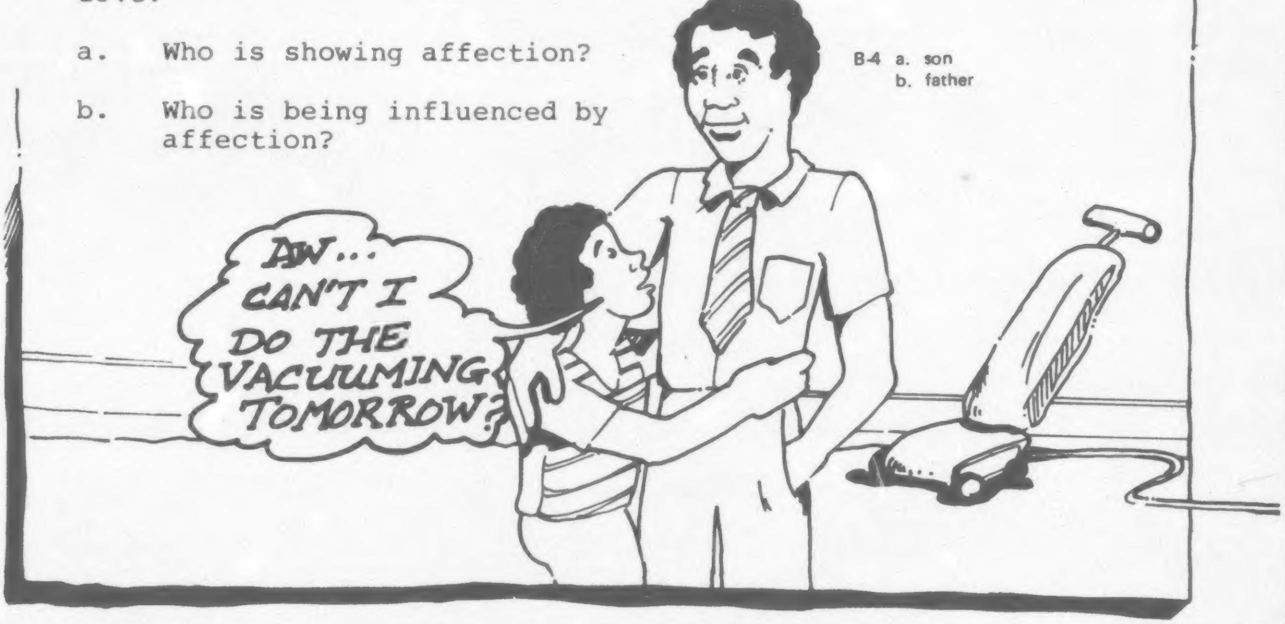

IF YOU VOTE FOR OUR BILL, WE'LL HELP WITH YOUR REELECTION CAMPAIGN!
SENIOR CITIZEN'S LOBBY

B-4 This cartoon shows influence by affection, which means friendship or love.

a. Who is showing affection?

b. Who is being influenced by affection?

B-4 a. son
b. father

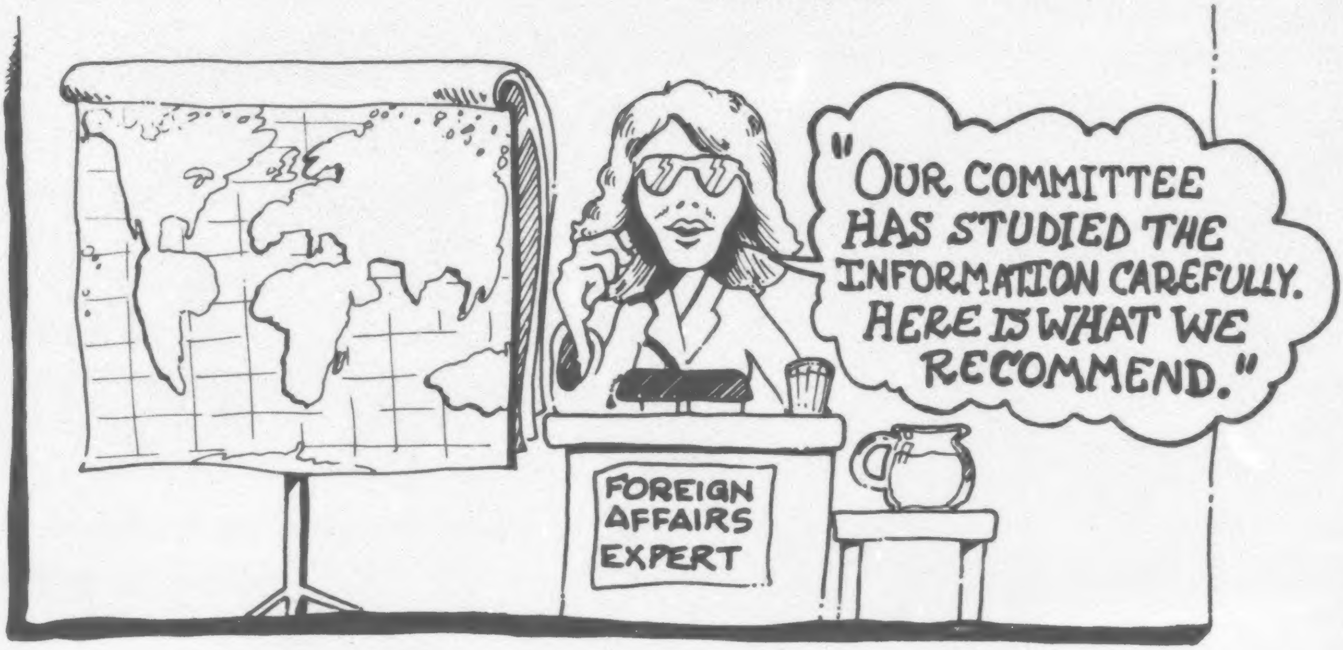

AW... CAN'T I DO THE VACUUMING TOMORROW?

B-5 a. expert
b. audience

B-5 Here someone is influencing by information, which means special knowledge.

a. Who has information?

b. Who is being influenced by this information?


"OUR COMMITTEE HAS STUDIED THE INFORMATION CAREFULLY. HERE IS WHAT WE RECOMMEND."
FOREIGN AFFAIRS EXPERT

B-6 A-1 authority
A-2 reward
A-3 information
A-4 none
A-5 information
A-6 physical power
A-7 information

B-6 Go back to Activity A. For each example, write which kind of influence is being used. Is it authority, physical power, reward, affection, information, or none?

Activity C (discussion): Thinking about ads

C-1 Find examples of magazine ads that show someone influencing you to buy a product. Or, think of television commercials. For each ad or commercial, tell which kind of influence is being used. Notice that you may find more than one method of influence being used.

C-1 Variety of answers

After everyone has shown and/or discussed examples of ads, discuss the following questions:

C-2 Do the ads show that females are likely to use certain kinds of influence more than others? Which kinds?

C-2 Females in traditional advertisements are more likely to use affection and reward to influence potential buyers.

C-3 Do the ads show that males are likely to use certain kinds of influence more than others? Which kinds?

C-3 Males in traditional advertisements are more likely to use power, expert information, and authority to achieve influence. Usually males are used as narrators in commercials.

C-4 If you found differences, why might they exist?

C-4 The ads reflect traditional roles of females and males in this society.

Activity D: Role-play

Form a group with three or four other students. Choose one of the five kinds of influence. Think of a situation that shows this kind of influence. Role-play the situation in front of the class.

Activity E: Real-life example

Find a newspaper article that tells about a person or group influencing a decision. Bring the article to class. Tell what kind of influence is being used.

Activity F: Class wrap-up

F-1 Sample answers: President, parents, principal, police officer

F-2 Sample answers: bullies, robbers, possibly parents and principal

F-3 Sample answers: allowance, grades, field trip, athletic letter, scholarship

F-4 Sample answers: being friendly to someone, complimenting someone, "buttering up" someone

F-5 Sample answers: by quoting statistics, presenting expert opinion, presenting facts about situation

F-1 Can you think of someone you know who uses authority to influence others? Do teachers and parents ever use it? Have you ever used authority? Or been influenced by authority? Why does this work?

F-2 Think of some people you know who influence decisions by their physical power. Have you ever influenced others by physical power? Have you ever been influenced by physical power? Why does it work?

F-3 What are some rewards that may influence people's decisions? Have you ever offered a reward? Or been offered a reward? Why?

F-4 What are some examples of people using affection to influence others? Do you ever use it? Have others influenced you through their friendship? How?

F-5 How do people use information to influence other people? Have you ever tried to influence others with special knowledge? Have you ever been persuaded by special information? How?

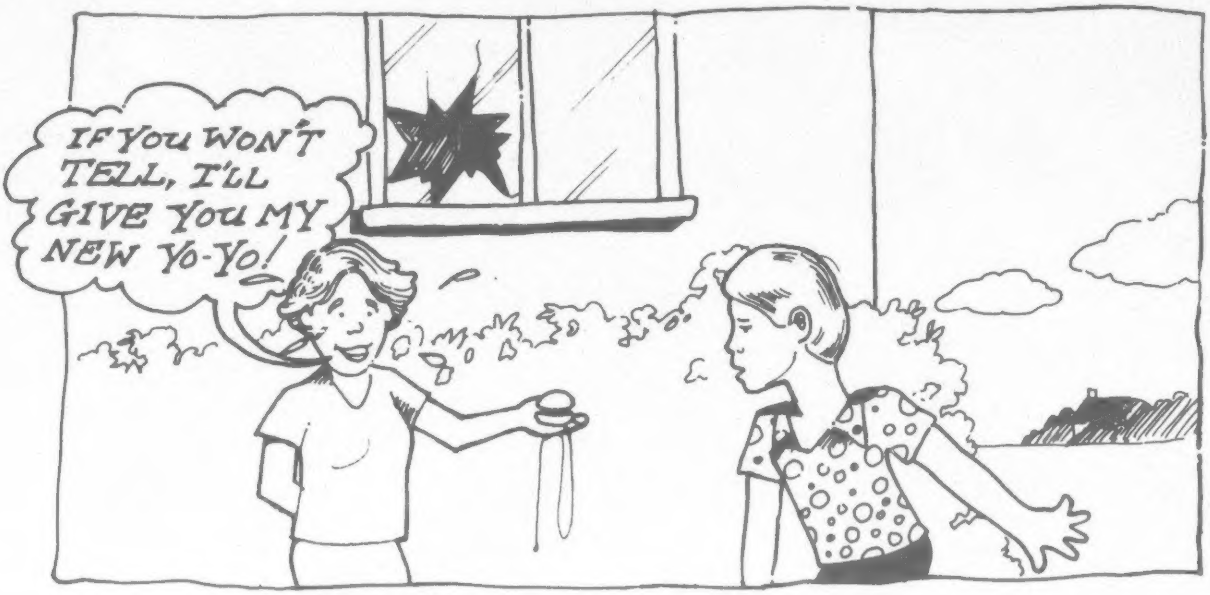
Activity G:
Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

G-1 List two kinds of influence you could use in trying to get your parents to give you a record album for your birthday. Explain how you would go about using each kind of influence.

G-1 Sample answers:
- a. Offer to exchange three old record albums for new one (reward)
- b. Be extra kind to parents or friend in hopes of getting it as a present (affection)
- c. Threaten to harm someone if he or she does not get you the album (physical power)
- d. Tell someone how great the album is so that person will want to buy it and share it with you (information)

G-2 Look at the cartoon below.


IF YOU WON'T TELL, I'LL GIVE YOU MY NEW YO-YO!

a. Who is influencing someone else?

b. What kind of influence is being used?

c. Who is being influenced?

G-2 a. girl
b. reward
c. boy

TEACHER OVERVIEW FOR LESSON 8

Duration: One or two class periods

Purpose: To help students understand how group decisions are made and how they are different from individual decisions

Student Objectives:

- To identify group decisions
- To identify and generate group decisions about rules

Teaching Suggestions:

Level 1: Activity A; Activity B, orally; Activity C (except C-4); Activity E; Activity D

Level 2: All activities except either C or D

Level 3: All activities

Vocabulary: Group decisions, political decisions, rules

Evaluation Activity: Activity F (for general information about the use of evaluation activities, see page xii)

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

- Group decisions are decisions that are made by a group or that affect a group.
- Group rules are one kind of group decision.
- Group rules are made to help groups achieve their goals.

Lesson 8: Group Decisions

Activity A (discussion): What are group decisions?

So far in this unit, you've learned a method for making personal decisions. In the last lesson, you found out ways to influence other people's decisions. In the next few lessons, you are going to learn about making group decisions.

Remember that individual decisions are made by one person and affect (change) mainly that person. Group decisions are decisions that are made by two or more people or that affect two or more people. Group decisions can also be called political decisions.

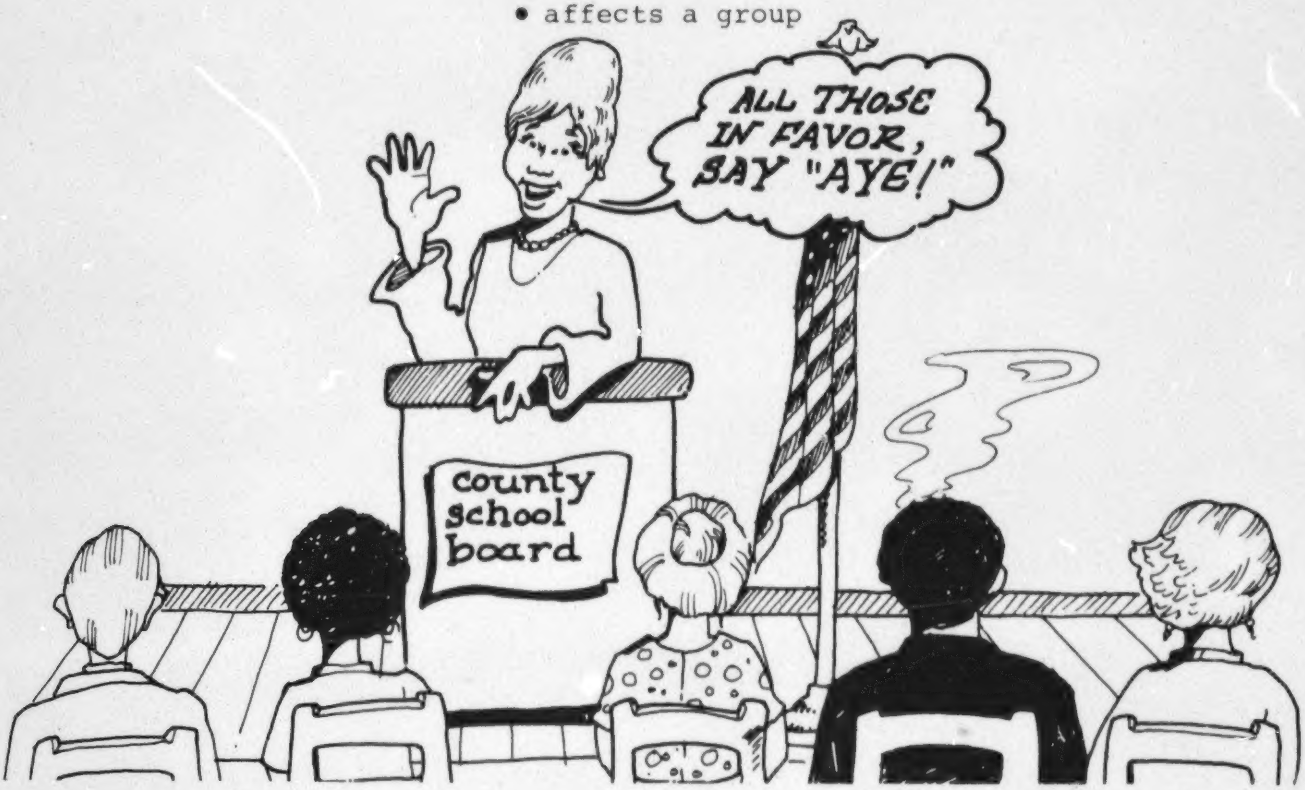
When your class or school votes on something, a group decision is being made. Why? Because two or more people are involved in the decision—and the decision will affect two or more people. When you and your friend decide together what to do after school, a group decision is being made. This is a group decision because more than one person has helped to make the decision.

Remember—a group decision either:

- is made by a group

or:

- affects a group


ALL THOSE IN FAVOR, SAY "AYE!"
county school board

A-1 Look at the illustration above. Does it show a personal or group decision? How do you know?

A-2 Which of the decisions below are group decisions? Why?

a. The teacher said, "No gum allowed in the classroom."

b. Maria voted for Sue to be student council representative.

c. Mrs. McCrary went to church last Sunday.

d. The club decided to sponsor a walk-a-thon for the handicapped.

e. The lawmakers voted to lower taxes.

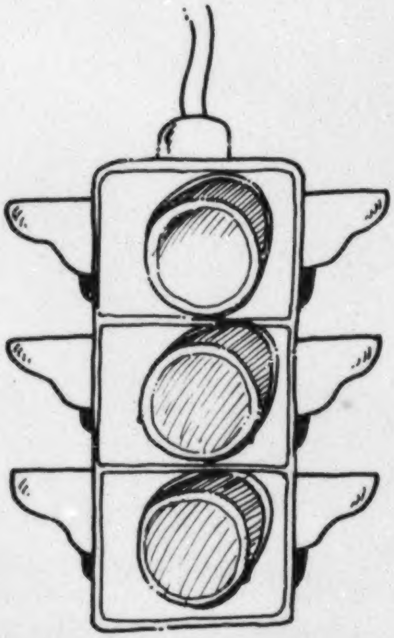
A-1 Group decision; because a group of people are voting to make the decision. Since the group is a school board, the decision will probably affect other people.

A-2 a. Group decision, since it affects a group of students
- b. Group decision, since the actions of the student council representative affect the entire student body (This may be difficult for students to grasp since it is an individual voting for another individual. Nonetheless, voting is both an individual and a group decision, because a person decides for whom to vote and a count of all votes determines the decision.)
- c. Not a group decision, since an individual is taking an action that does not affect a group
- d. Group decision, since a group took an action that affected another group
- e. Group decision, since a group took action that affected another group

Activity B: Group rules

Rules are one kind of group decision. Why? Because rules affect groups of people. That is, rules influence the way people act. For example, suppose that your school has a rule against chewing gum or smoking. Most students would not do these actions in school. If a student did, then she or he would probably be punished.

Think about traffic rules. These rules affect what people do. One traffic rule is "Stop at a red light." Most people follow this rule. If they didn't there would be many more accidents on the streets.

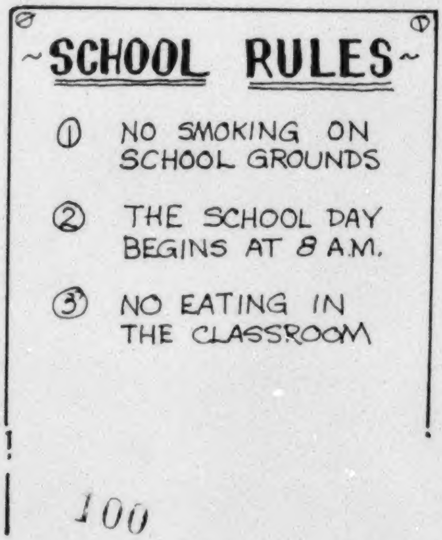


As you can see, rules are statements that tell group members how to act. Rules help groups achieve their goals. For example, traffic rules help our society achieve one of its goals—that people be safe. Traffic rules improve safety on the roads.

Below are some examples of group rules:

- federal and state laws
- court decisions
- traffic rules
- school playground rules
- classroom rules
- game rules
- family rules

Two of your school's rules might be "no smoking on the school grounds" and "no eating in classrooms."


~SCHOOL RULES~
① NO SMOKING ON SCHOOL GROUNDS
② THE SCHOOL DAY BEGINS AT 8 A.M.
③ NO EATING IN THE CLASSROOM

Read the following decisions. Write down which are group decisions about rules. To decide, ask yourself: Does the decision affect only one person or a group of people?

Activity B: B-4, B-5, and B-6

B-1 Mary decided to wear jeans to school.

B-2 A parent decided that on weekends there would be no television until after dinner.

B-3 The President decided to take a skiing vacation.

B-4 In almost every culture, it is against the law to steal.

B-5 The home economics club voted to have meetings on the first Tuesday of every month.

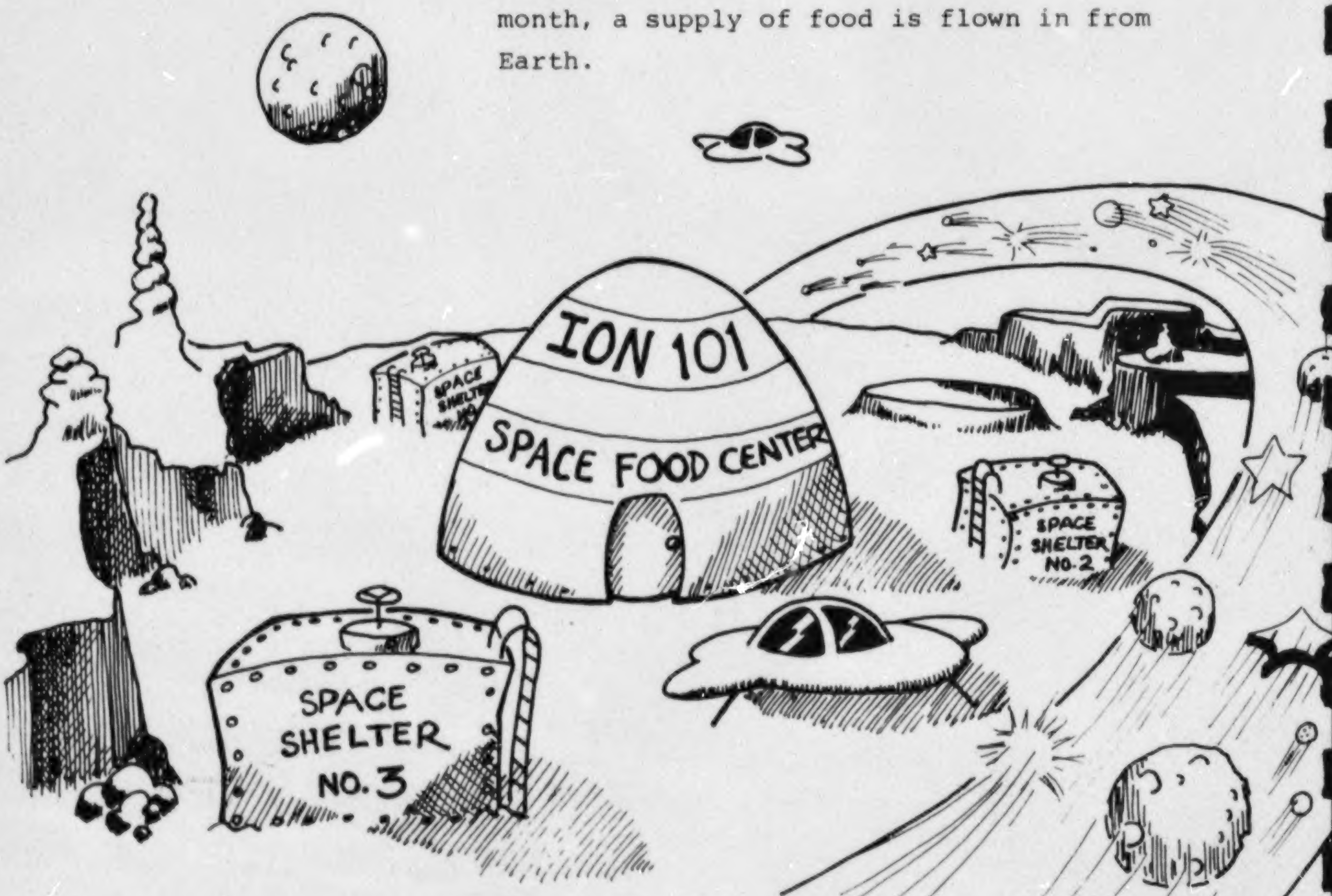
B-6 The school board voted to ban three books from the library.

B-7 Hester decided to try out for the tennis team.

Activity C:
Living on Saturn

Form a group with four or five other students. In this activity, you will be making group decisions about rules.

Your group has just been put in charge of the ION 101 Saturn Space Station. On this space station are 20 space planes, three space shelters, and one space food center. Once a month, a supply of food is flown in from Earth.



Your group's goals are:

- to make sure that the planes are fixed and ready for interplanetary space exploration on a set schedule
- To make sure that people know what to do under different planetary/space conditions
- to make sure that food is stored immediately and properly so that it will not spoil

C-1 Make at least six group rules that will help your group achieve these goals. Have someone write down these rules.

C-2 Think of some ways to influence people in the group to keep these rules. (For example, you might create either punishments or rewards for each rule you make.)

C-3 Present your rules, including the rewards or punishments, to the class.

C-4 Discuss how people in your group might be influenced to obey these rules. Would they be influenced by authority, physical power, reward, affection, or information?

Activity D: Making some class rules

Form a group with three or four other students.

D-1 List the group goals that you think your class has or should have. (For example, one main goal of your class is to learn what is being taught.)

D-2 List rules that might help your class achieve these goals. These can be new rules or rules that your class already has.

D-3 Discuss your rules with the class.

D-4 With the teacher's permission and as a class, vote on a few new rules for your class.

Activity E: Class wrap-up

E-1 Discuss your answers to Activities B and C.

E-2 Why might other groups have rules? For example, why might people on a ship have rules?

E-3 Why might people in a country have rules?

E-4 Why might your family have rules?

E-5 Are rules always fair? Why or why not?

E-6 Think about how the members of your group participated in making the decisions for Activities C and D. Did some people participate more than others? Were they mostly girls or mostly boys? Why?

E-2 People have rules in order to insure that a group can function to achieve its goals. On a ship, rules are necessary to insure the safety of everyone in such limited space, and in what sometimes are dangerous conditions. On military ships, rules help the group to achieve success in war (their goal). On pleasure cruises, rules help the group to achieve pleasure (their goal).

E-3 People in a country have rules in order to provide for such things as defense services and justice. Ask students to think how goals of different countries might affect their rules.

E-4 People in a family presumably have rules so that family members can be healthy, happy, and safe.

E-5 Because rules are for the benefit of the group, sometimes individuals may feel that some rules are unfair for them. There may be conflict between group goals and individual goals or between one group's goals and another group's goals. When rules are not made by a democratic or shared decision-making process, they will heighten conflicts among group members (for example, if a father decides to spend the family savings on a speedboat when other family members need the money for more education).

E-6, E-7 Variety of answers

E-7 If girls or boys did participate more, is that kind of participation fair? Why or why not? What would you do to change the situation?

E-8 Find a newspaper article about someone breaking rules and the consequences that follow. Bring it to class and explain what rules are being broken and what the consequences are.

Activity F: Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

Which of the following are group decisions? List the group decisions by number.

Group decisions are:
F-2, F-3, F-5

F-1 Dick wore sneakers to school on Monday.

F-2 Congress decided to withdraw money from states that discriminate against girls' sports.

F-3 On Thursday, the governor signed a tax bill into law.

F-4 John decided that he would always do his homework before watching television.

F-5 Maria's parents decided that she and her sister must do their homework before watching television.

Duration: One or two class periods

Purpose: To introduce students to nine participation skills that are helpful in making group decisions

Student Objective:

- To identify examples of each of the nine participation skills

Teaching Suggestions:

All levels: All activities

Vocabulary: Participation skill, observing, supporting, proposing, mobilizing, organizing, doing a cost-benefit analysis, bargaining, rule making, voting

Evaluation Activity: Activity C (for general information about the use of evaluation activities, see page xii)

Background:

The following are the main points of the lesson. Make sure to emphasize them as often as appropriate.

- Participation skills are vital to effective group decision making. Such skills include observing, supporting, proposing, mobilizing, organizing, doing a cost-benefit analysis, bargaining, rule making, and voting.
- These terms may be defined as follows:

  observing: using one's senses (sight, hearing, taste, touch, and smell) to gather information with the intent to use it in future action

  supporting or not supporting: assisting in carrying out the goals of the group, agreeing or disagreeing with what is being said or done

  proposing: thinking of an idea and taking it to someone to get something changed

  mobilizing: trying to involve others (students, parents, teachers, for example) in making a change

  organizing: assigning different people to study various parts of a proposal

  doing a cost-benefit analysis: examining each part of a proposal, studying the advantages and disadvantages, and making a report to the group; refers to determining the net gain of an act

  bargaining: convincing others to accept all or part of a proposal by being willing to give in on some parts of it in order to reach an agreement

Continued

rule making: helping to make written, enforceable decisions for a group to follow

voting: selecting (often by casting a ballot) what one considers to be the best proposal from a group of proposals

Lesson 9: Participation Skills

Activity A: How to participate

In the last lesson, you learned about group decisions. You also helped make a group decision. In other words, you participated in a group decision.

In this lesson, you are going to learn more about participation skills. These skills will help you become better at taking part in group decisions.

First, read the following play. The play is about the struggle of women to get the right to vote. The struggle began in the 1800s and finally ended in 1920. For each role in the play, a student volunteer reader will be needed.

The Right to Vote

Cast

Narrator
Woman 1
Woman 2
Woman 3
Woman 4
Woman 5
Woman 6
Woman 7
Man 1
Man 2
Man 3

Scene 1

Narrator: Scene 1 takes place at the 1840 World Anti-Slavery Convention in London, England.

Woman 1 (after the convention): I am shocked! We women came a long way to this convention and had a lot to contribute. And we weren't even allowed to talk at the meeting, much less vote!

Man 1: Well, you women have better things to do than run around attending conventions!

Woman 2: You mean you think that just because we're women, we should be denied a vote? That's crazy! We won't stand for it.

Man 2: Yes, I agree that it is not fair. After all, women are being kept from freedom of speech.

Woman 3: We should do something about this! Let's have a meeting at Seneca Falls to take some action.

Scene 2

Narrator: The Seneca Falls Convention took place in 1848. At this convention, the women attending proposed that there be a new constitutional amendment giving women the right to vote. But the amendment didn't have much of a chance to pass in Congress in 1848.

Woman 2: Well, did you hear that the amendment was defeated in Congress? Maybe we can change some people's minds. We're going to have to gather together people who like our ideas. Let's mobilize some support.

Woman 1: I have an idea. We can mobilize support by talking to labor unions and politicians. We can try to make the women's vote a political issue.

Man 3: We can also get women to sign a petition asking for a new amendment.

Woman 4: All right. Let's organize!

Scene 3

Narrator: Sixty years later, in 1911, women had still not obtained the right to vote. Many women were still fighting for this right. They organized themselves into committees to study the situation and to make a list of recommendations.

Woman 5: Our committee just finished a cost-benefit analysis. We looked at the cost of having a huge parade in Washington for women's rights. We tried to decide whether the benefits of the parade would be worth the cost.

Woman 6: We decided that the parade is a good idea. We'll get a lot of attention from the newspapers. Maybe people will see how much women want the right to vote.

Woman 7: We made a bargain with the state senator. We agreed to help him with his next campaign if he would speak in support of women voting.

Scene 4

Narrator: Finally, in 1918, the House of Representatives voted for a rule. The rule said, "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex." The rule was then voted on in the Senate and ratified by the necessary number of states. The rule was now an amendment to the Constitution.

All women together: Yea! It's 1920 and we can finally vote. The next step is a woman President!

A-1 Now look at the following list of participation skills and the definition of each.* Say each one aloud and read the definition of each.

a. Observing: using your senses (sight, hearing, taste, touch, smell) to get information

b. Supporting or not supporting: agreeing or disagreeing with what is being said or done; assisting in carrying out group goals

c. Proposing: thinking of a way to change something and telling someone about your idea

d. Mobilizing: trying to gather help from others in making a change

e. Organizing: assigning different tasks to different people in order to get something done

f. Doing a cost-benefit analysis: examining each part of a proposal, and deciding the loss (disadvantage) or gain (advantage) that would occur if it were carried out

g. Bargaining: convincing others to accept all or part of your proposal by being willing to give in on parts of it

h. Rule making: helping to make decisions that the group will follow

i. Voting: choosing the best rule, proposal, or action

A-2 Go back to the play and find at least one example of each of these skills. Give reasons for your answers.

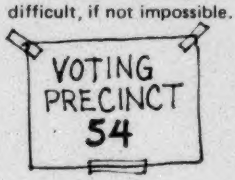
A-3 Are participation skills important in group decision making? Why or why not?

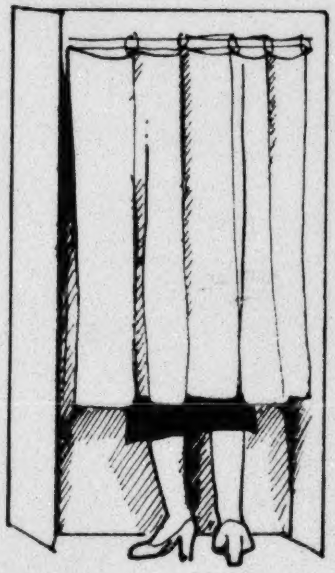
Activity A: Assign a student to read each role.

A-1 Have students pronounce each word aloud. Have a student read aloud the definitions.

A-2 Observing: See Scene 1, Woman 1
Supporting: See Scene 1, Man 2
Proposing: See Scene 1, Woman 3
Mobilizing: See Scene 2, Woman 1 and Man 3
Organizing: See Scene 3, Narrator
Cost-benefit analysis: See Scene 3, Woman 5
Bargaining: See Scene 3, Woman 7
Rule making: See Scene 4, Narrator
Voting: See Scene 4, Narrator

A-3 Yes; without them, group decisions which result in change would be difficult, if not impossible.





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*Adapted from *Social Studies in a New Era: The Elementary School as a Laboratory* by Byron G. Massialas and Joseph B. Hurst. Copyright © 1978 by Longman Inc. Reprinted by permission of Longman Inc., New York.

Activity B: Role-play

In this activity you are going to see what it would be like to use each participation skill. Take turns reading or acting out the following scenes. Then guess which participation skill is being used.

B-1 Observing
B-2 Supporting
B-3 Proposing
B-4 Mobilizing

B-1 Scene: a middle school classroom

Clara: From reading the thermometer, I saw that the temperature in here is 90 degrees. Something should be done about this.

B-2 Scene: Jason meets Susan in the hall.

Jason: Hey, Susan, I agree with your idea to have both girls and boys on the basketball team. In fact, I'll help you try to get the old rule changed.

B-3 Scene: A class is discussing where to go on its field trip.

Katrina: I move that we go on a field trip to the beach.

B-4 Scene: Two students are in the hallway.

Hal: Josie, I'm running for student council secretary and I need volunteers to help make signs. You want to help?

B-5 Scene: Sadie is talking with other students who are helping with her campaign for president of the student council.

Sadie: Okay, Jerry, you be the head of the signs committee. Janie, can you be in charge of the budget? And Warren, how about heading up the announcements committee?

B-6 Scene: Joe is explaining to Harry how his class decided on a seating arrangement.

Joe: Mainly, we studied the advantages and disadvantages of each proposal.

B-7 Scene: Santos, the English Club president, is talking to Marie, the editor of the school newspaper.

Santos: Marie, if you will give us a free advertisement in the paper, our club will donate free editing to the paper.

B-8 Scene: Ms. Martin, the physical education teacher, is making an announcement.

Ms. Martin: From now on, all teams are open to both girls and boys.

B-9 Scene: The class is ready to select a class president from a list of six nominees.

Teacher: All those in favor of nominee number 1, raise your hand.

Activity C: Flight check

Did you understand this lesson? To find out, answer the following questions without looking back at the lesson. Then, your teacher will help you check your answers.

Match each participation skill below with the action that best shows that skill.

a. proposing
b. voting
c. bargaining
d. organizing
e. doing a cost-benefit analysis
f. mobilizing
g. rule making
h. supporting
i. observing

C-1 i
C-2 h
C-3 a

C-1 Clara noticed that most of her teachers let students choose their own seats.

C-2 Jerry agreed with Clara's opinion that students should be allowed to choose their own seats.

C-3 In a class meeting, Clara moved that students be allowed to choose their own seats.

C-4 Mr. Green divided the group into four committees and assigned to each some responsibilities.

C-5 Clara said to the teacher, "If you let us choose our own seats, I will agree to pick up papers at the end of every class."

C-6 The teacher said, "There will be no gum chewing in class."

C-7 The class weighed the advantages and disadvantages of the proposal.

C-4 d
C-5 c
C-6 g
C-7 e

TEACHER OVERVIEW FOR LESSON 10

Duration: Two class periods

Purpose: To give students an opportunity to use the nine participation skills

Student Objective:

- To use participation skills in order to make a group decision

Teaching Suggestions:

Levels 1 and 2: All activities except Activity G

Level 3: All activities

Vocabulary: No new words

Evaluation Activity: None (This lesson involves actual use of participation skills.)

Background:

If the decision-making topic in this lesson, i.e., seating, is not an interesting issue for your students, guide them in selecting another class or school issue, such as a club or class activity, class rules, or material to be studied. However, make sure that the issue students use in this lesson is real and that change is allowable. If students know that their actions are going to have some real results, the decision-making process in this lesson will have much more meaning.

Suggested areas for change are use of student passes, selection of seats and placement of desks or tables, planning a special class activity, and use of student time at lunch.

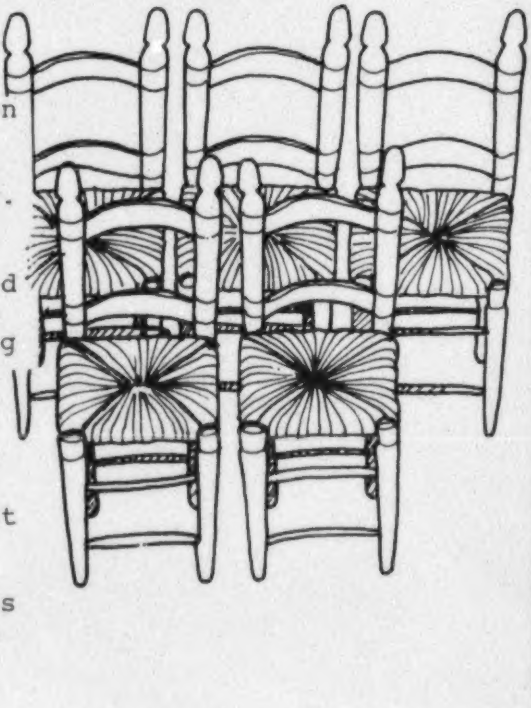
Notice optional Activity G. This lesson can also be done using an issue in the community. Again, make sure students are interested in the issue chosen for study.

Lesson 10: Participating in a Group Decision

Activity A: Observing your school or class

For this activity, work with a partner. In the last lesson, you learned about the skills you need to participate in a group decision. These skills are observing, supporting, proposing, mobilizing, organizing, doing a cost-benefit analysis, bargaining, rule making, and voting. In this lesson, you will put these skills to use.

First, observe the present seating situation in your classroom. To do this, discuss questions A-1 through A-4 with your partner.



A-1 What is the present situation? To find out, look around the room. Are people at tables or in rows, divided according to blacks and whites, or males and females?

A-2 Who made the rules for this situation?

A-3 Are there any problems with the present situation? For example, do you think seating according to gender (male and female) or race (black and white) shows a problem? Is the seating causing too much noise? Does the classroom look sloppy because of the situation?

A-4 Do you think most students are happy or unhappy with the situation? For example, do you think anyone feels isolated (alone)? Do you think the situation is fair?

A-5 Write a clear description of your observation about your classroom seating.

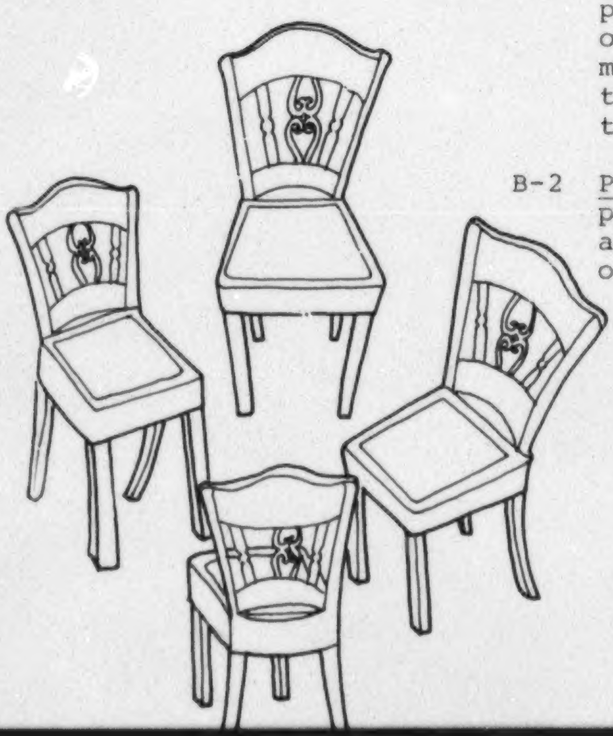
- Tell what you are going to change, and why.
- Make sure your description has a topic sentence and a title.
- Make sure that you and your partner agree on what you write.

Activity B:
Supporting, proposing, and mobilizing change

Stay with your partner and form a group with another set of partners. Choose a group leader and a group recorder.

B-1 Gaining support. Read aloud your paragraphs written in A-5. Discuss all of your observations. Make sure each member of the group participates. Try to reach agreement about what the situation is and what the problems are.

B-2 Proposing. Read the following two sample proposals (suggestions for change) about a seating situation. Then decide on your own proposal.



Proposal 1:

We observe that students are separated into male groups and female groups, as well as black groups and white groups. Because we think that students should not be separated into these groups, we propose:

1. That students be seated in a circle instead of in groups
2. That students be allowed to choose their own seats
3. That, if certain students talk too much to their neighbors, the teacher have the right to move them

Proposal 2:

Because of a sloppy-looking classroom and too much talking, we propose:

1. That a cleaning committee be formed
2. That students be allowed to choose their own seats
3. That the chairs be arranged in groups, each group being responsible for making sure its area is kept clean

a. Before you decide on what to propose for your topic, consider the alternatives (the choices you have). Discuss the advantages and disadvantages of each alternative.

b. Decide on a proposal that is agreeable to everyone. It should say what should be done about the present situation, and why. Be specific. Make sure the proposal is well organized and convincing. Have your group recorder write down the proposal.

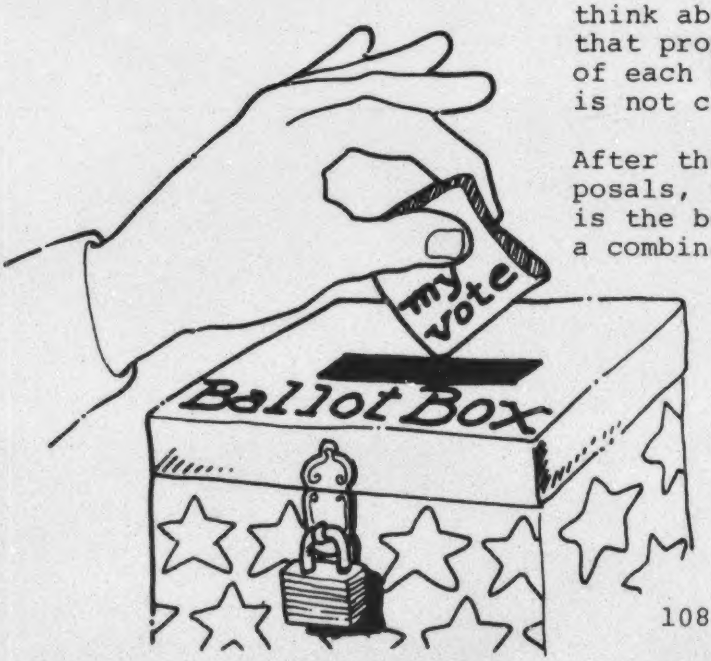
c. Select one person to present the proposal to the class.

B-3 Mobilizing. Have your spokesperson present your proposal to the class to mobilize support. (The spokesperson should try to convince the listeners to agree with the proposal.)

Activity C: Voting and cost-benefit analysis

C-1 Voting. Now your class will need to decide which proposal for change is the best one. As each proposal is presented, think about whether you want to support that proposal. Ask questions at the end of each presentation if any part of it is not clear.

After the class has heard all the proposals, vote for the one that you think is the best. Your class may decide that a combination of two proposals is best.



C-2 Doing a cost-benefit analysis. Now you must decide how you can carry out your proposal.

a. As a class, list possible actions that you can take to make sure your proposal is carried out. For example, whom do you have to influence—the teacher, the principal, other students? And, what are the best actions to take in trying to influence them—petitions, rewards, special information? List all suggested actions on the chalkboard.

b. For each possible action, do a cost-benefit analysis. Ask: What are the advantages (benefits) of this action? What are the disadvantages (costs) of this action?

c. Decide which action you think will work the best.

Activity D: Organizing for change

Note: If your class chooses to take only one action, skip this activity.

D-1 If your class chose more than one action, form a committee for each action. Every student should be on one committee.

D-2 Organize your committee by choosing a committee chairperson and a recorder. Assign tasks to each committee member.

Activity E: Bargaining, voting, and rule making

E-1 Bargaining. Carry out the class decision. Appoint a committee to bargain with the teacher (or principal or other students). Try to influence these people to accept your proposal. Be prepared to make some trades.

E-2 Voting. When the committees finish bargaining, have them report on any trades or changes that took place. Make sure that the class agrees on these. You may need to have another class vote if your teacher suggests making a lot of changes in your proposal.

E-3 Rule making. Now that you have made a decision, your class has a new rule about seating. Make plans to carry out the new rule.

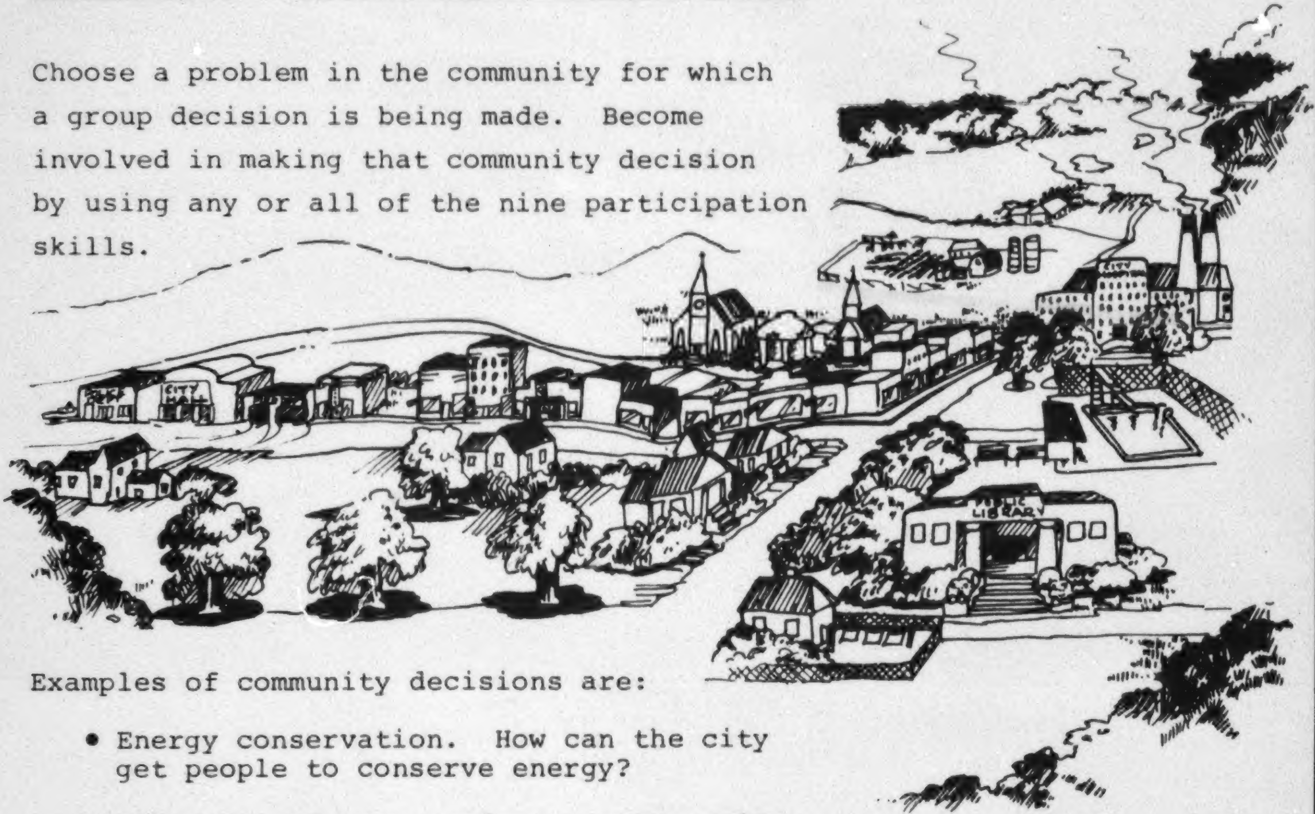
Activity F: Class wrap-up

F-1 What did you learn today about participating in a group decision?

F-2 Could you participate in a group decision about some other problems? What are some of these problems? How could changes be made?

Activity G: Thinking about your community

Choose a problem in the community for which a group decision is being made. Become involved in making that community decision by using any or all of the nine participation skills.



Examples of community decisions are:

- Energy conservation. How can the city get people to conserve energy?
- Selection of women and men as community leaders. Are there mostly men or women on the hospital board or school board?
- Bike paths. Should the city build more bike paths?
- Land use. How should the land recently bought by the city be used?
- Parks. Should the city build more parks?
- Elections. What elections are going to be held soon? Who do you think is the best candidate? How can you help him or her get elected?

You can find other examples of community decisions by looking in your local newspaper.

Activity G: Have students follow steps in Activity A through Activity E, adapting them as appropriate for the topic selected.

TEACHER OVERVIEW FOR LESSON 11

Duration: One or two class periods

Purpose: To give students an opportunity to make individual decisions about their lives today and in the future

Student Objective:

- To use the decision-making model to make a personal decision

Teaching Suggestions:

Levels 1 and 2: Activity A; Activity B, optional

Level 3: All activities

Vocabulary: No new words

Evaluation Activity: None (In this lesson and in Lesson 12, students will be putting their decision-making skills to use. When students have completed this lesson, they will have demonstrated the ability to use the individual decision-making model presented in this unit.)

Background:

This lesson is crucial to the development of students' decision-making skills. Students will have an opportunity actually to use the decision-making model while making some personal decisions. Many students will probably need individualized guidance in doing the activities outlined.

Lesson 11:

Making Individual Decisions

Activity A: Decisions about the present

Think of a decision that is important to you. Here are some suggestions:

- how to treat people I don't like
- how to be more honest
- how hard to study
- how to get along better with my family
- whether or not to cheat
- whether or not to drink
- how to spend my free time
- whether or not to fight
- whether or not to get a part-time job after school
- whether or not to participate in a sport
- how to get others to like me better
- how to improve my personal appearance

A-1 Choose one of the decisions above (or another decision) that is important to you and write it down. Make sure that the one you choose is important to you. If you can't think of one, ask your teacher for suggestions.

A-2 Now begin working on your decision. Use the four decision steps as guides. These are the same steps you used in Lesson 5. Make sure your outline looks similar to the one below.

Problem: ____________________

Step 1: Outlining Your Alternatives for Action

Alternative 1:	Alternative 2:

Step 2: Thinking about the Consequences of Each Alternative

Alternative 1	Alternative 2
Advantage:	Advantage:
Disadvantage:	Disadvantage:

Step 3: Thinking about the Values in Conflict

Step 4: Decision (Choosing one Alternative)

a. Write down alternatives (possible choices you could make).

b. Think about facts that relate to each alternative. For example, write the consequences (advantages and disadvantages) of each alternative.

As you are doing this step, you may want to go to the library to collect information about your decision. Or you may want to talk with your teacher or with other students in order to collect information.

Make sure to spend at least 30 minutes collecting information. Then outline the consequences—the advantages and disadvantages—of each alternative.

c. Think of how your values relate to each alternative and to the consequences you listed. In other words, are any of your values in conflict? (See the list of values on pages 33-34.)

d. Make your decision. That is, choose the alternative that seems the best after studying the information and values you wrote down.

e. Write when and how you plan to carry out your decision.

A-3 Your teacher will ask for volunteers to present their decision steps to the class.

Activity B: Carrying out your decision

For your decision in Activity A, keep a log (a record) of (a) when you take steps to carry out your decision and (b) what you do in order to carry it out. Turn in your log at the time stated by your teacher.

Activity C: Your future

What are some decisions you will be making between now and age 25? Probably you will be deciding some of the following:

a. whether or when to marry

b. whether or when to have children

c. whether to finish high school

d. whether to get a higher education

e. what career or job to choose

f. what home to buy

g. what car to buy

h. where to live

C-1 Rank-order four of the above decisions that are important to you. To do this, list the decision that seems most important to you. Then list the decision that seems next most important, and so on.

C-2 Your teacher will divide the class into groups according to which decisions you and your classmates listed as most important.

Note: Each person in the group should write the answers to C-3 through C-6, below. Follow the chart on page 55.

C-3 As a group, think of at least three alternatives a person could choose.

C-4 Collect information about each alternative by going to the library and/or talking with others. Think of as many consequences—advantages and disadvantages—as you can and list them.

C-5 Write down all the values that might relate to the decision. Be specific. Ask yourself: If I were making this decision, how would my values affect the alternative I chose? (If you need more help with this question, ask your teacher.)

C-6 As an individual (not as a group), pretend you are making this decision and choose one alternative as the final decision. Tell why you chose it.

Activity D:
Class wrap-up

D-1 Find out how girls and boys rank-ordered the decisions in Activity C. Can you see any differences? If so, how can you explain these differences? Might these differences change in the future? Why?

D-2 How important is it for people to have information when they are making decisions? Where can people find information?

D-1 Tally separately the first and second choices of the girls and of the boys in Activity A-1. Notice whether girls think that decisions about marriage and children are more important, and whether boys consider decisions about careers, education, and cars more important.

Such differences may be explained by traditional notions of the roles of females and males. Point out that there is considerable evidence disputing these views. For instance, the fact that the average woman works for 25 years at 57 percent of the salary of a man shows that decisions about a career and training are as important for girls as for boys. More and more men are taking active roles in caring for their children. All of the decisions are important ones, and ones for which both males and females should consider the alternatives carefully.

D-2 People often make decisions without checking all of the possible choices and the disadvantages and advantages of each choice. It is particularly important during this time of changing roles of males and females that students have accurate information about the choices they have, including choices related to jobs, education, marriage, children, and consumerism.

Students can obtain information by doing library research, interviewing experts in the community, reading books, or watching news-oriented and selected television programs.

TEACHER OVERVIEW FOR LESSON 12

Duration: One or two class periods

Purpose: To give students an opportunity to participate in group decisions about a current issue

Student Objective:

- To participate in a group decision, using the four-step decision model and at least two participation skills

Teaching Suggestions:

Levels 1 and 2: Activity A

Level 3: All activities

Vocabulary: Equality, equal treatment, equity, discrimination, affirmative action

Evaluation Activity: None (In this lesson, students will be putting their decision-making skills to use. When students have completed this lesson, they will have demonstrated the ability to use the decision-making model presented in this unit as well as some group participation skills.)

Background:

This is a culminating lesson which builds on Lesson 5 and other lessons dealing with the four-step decision-making model. Activity B is advanced and expands the notion of fairness (equality) to include equity (treatment more closely related to need) in making decisions about groups that have been discriminated against in the past.

In the other units of the Fair Play program, the issues of fairness and opportunities for student decision making are continued. In particular, the group and personal decisions affecting students' role options as females or males are explored.

Students may need much guidance in doing these activities. Encourage them to gather as much information as possible about their topics in Activity A. Circulate among groups to guide students as they try to use the decision-making model and participation skills.

Lesson 12: Practicing Group Decisions

Activity A: Using the decision model and participation skills

In this activity, you will be making a group decision. (The teacher either will have the class work as one large group or will divide the class into smaller groups.)

A-1 First, choose a problem in your school, community, or nation. Here are a few examples:

- Should students get to choose their own textbooks?
- Should students be allowed to smoke in school?
- Should my city have more bike paths?
- Should women be drafted?

A-2 Use the steps outlined in the model on page 55 to make a decision about your problem. Each member of the group must fill in the model and hand it in.

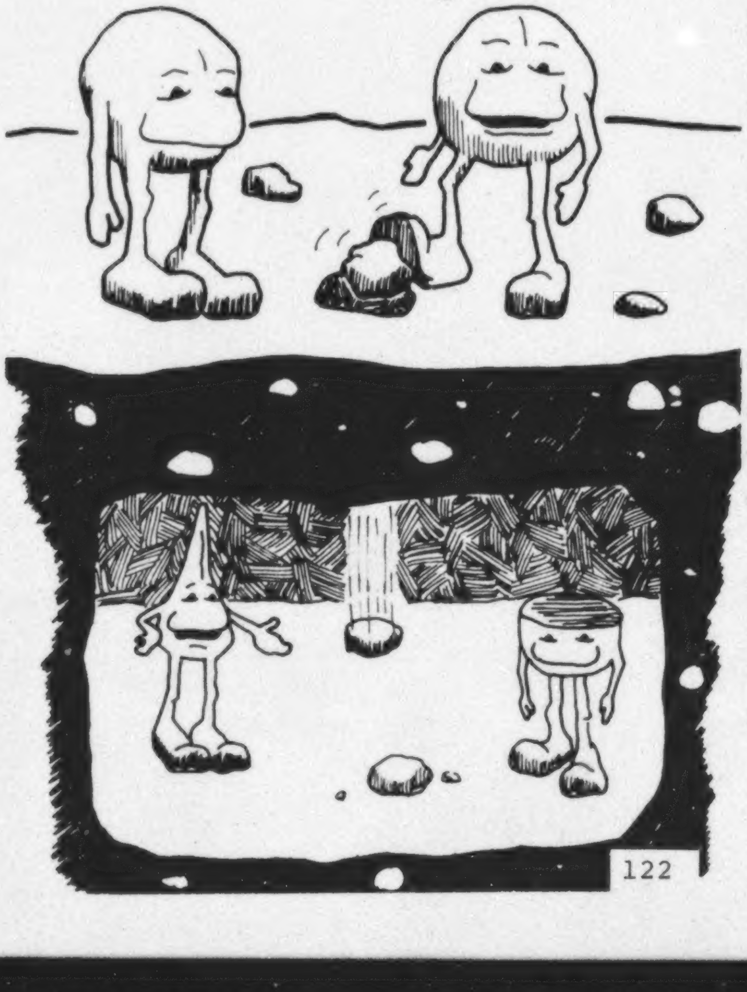
A-3 Make sure that you (as an individual) use at least two participation skills (see the list on page 99) in making the group decision. Write down which two participation skills you used. Explain why you used them.

Activity B:
Equality and equity

Read the following story (either aloud in class or by yourself).

What's Fair?

Far on the other side of the universe is the planet Volos. On this planet live several kinds of creatures: the round heads, the pointed heads, and the flat heads. Most of the creatures are round heads. Many round heads used to think they were better than everyone else. The round heads used to keep the flat heads and pointed heads in a cage deep in the ground. They fed them leftover rocks through a long tunnel. But the flat heads and pointed heads were smart. They figured a way to dig their way out. Once they got out, they challenged the round heads to a very important game called Sherk. Sherk is the game that shows how smart a Volos creature is.



For three Volos years, the round heads, pointed heads, and flat heads played the game. It took a long time because they were all smart. While they were playing the game, they got to know each other. And guess what? They liked each other! So they quit the game and all shook hands. They declared each other to be the winners.

Now there is only one problem. The flat heads and pointed heads were in the ground so long that they lost time! When they came out, they had no hovels (homes), cones (money), or anything else that was important on Volos.

They demanded many cones to make up for all the time they were in the ground. The round heads said, "Are you kidding? You have freedom to start making cones now—that's what is important!" But the flat heads and pointed heads shook their flat heads and pointed heads, saying, "No—we want 3,000 cones to make up for lost time."

THE HIGH COURT OF SIRE

Now, for the sires (lawmakers) of Volos, the decision is: "Should we give cones to make up for the past and help the pointed heads and flat heads catch up with everyone else? Or shall we give equal opportunity, starting now, for everyone to make cones?"

B-1 Read the last paragraph of the story again. Pretend you are sires and must make that decision. Work through the four decision steps, filling in the outline shown on page 55.

B-2 Make sure that you (as an individual) use at least two participation skills (listed on page 99) in making the group decision. Write down which two participation skills you used and explain exactly how you used them.

B-3 Prepare to report your results to the class.

B-4 As a class, discuss what situation on Earth is similar to this one on Volos. In what ways is the situation similar?

Activity C: Class wrap-up

C-1 What did you learn from this unit?

C-2 What steps of decision making do you think are most important?

C-3 How can you use your decision-making skills in your school? Community? Nation? World?

B-1 This story is based on the problems resulting from the conflicting needs of diverse groups desiring fair treatment. The flat heads and pointed heads could be any minority group or group which has experienced discrimination (such as blacks, Native Americans, Asian Americans, Hispanics, or women).

Introduce the following terms to students before they proceed to B-2 and B-3.

Equality can be defined as equal treatment, which means treating all people in accordance with the same standard.

Equity can be defined as treatment based on different standards resulting from different group needs.

Discrimination is the result of not treating people with equality or equity.

Affirmative action is special treatment for a particular group because of a past history of discrimination.

Help students understand how these terms relate to the women's movement and ethnic movements. Explain that these groups (and others) want help in making up for past discrimination. For example, what good is equal job opportunity if a person is not educated? And how can a person get an education without money? Should such people have special help?

After students present their reports in B-3, discuss equity vs. equality. Example: babies are given special treatment because they are helpless; handicapped people are also given special treatment. Middle-school students are treated according to their age. Textbooks are different, for example, to accommodate different interests and reading levels.

Suggestion for Activity C: Use this activity as a review for the unit performance test.

Name ________________________________

DECISIONS AND YOU

UNIT PERFORMANCE TEST

SECTION I: MULTIPLE CHOICE AND SHORT ANSWER

Lesson 1

Directions: Write the number or numbers of the answers you think are correct.

(1) Bob, the captain of the baseball team, needs to choose someone to be catcher. Although Tom is Bob's best friend and wants to be catcher, Bob chooses Carla because she is the best catcher.

____ (a) Who is making the decision?

1. Carla
2. Bob
3. Tom

____ (b) Who is affected by the decision?

1. Carla
2. Bob
3. Tom
4. All of the above

(2) At a party, Barbara is talking to a group of friends while her husband, John, is in the kitchen preparing dinner. When someone spills a drink, Barbara rushes to get the mop to clean the floor.

____ (a) Who is making the decision?

1. John
2. Barbara
3. Person who spilled drink

____ (b) Who is affected by the decision?

1. John
2. Barbara
3. Person who spilled drink
4. All of the above

Lesson 2

Directions: Read the following descriptions of family decisions. Identify the decision as authoritarian or democratic by writing a or d in the space provided.

____ (3) Betsy wanted to have an after-school job. She asked her parents for approval but her father said no.

____ (4) Mr. and Mrs. Track are arguing. Mr. Track wants to buy a large car. Mrs. Track, aware of the gas crisis, convinces Mr. Track that a small car would be better. Together, they select their new car.

____ (5) Mrs. Dane is planning to have a cookout. Some of her children want to barbecue chicken, but Mrs. Dane is thinking of buying steaks. They decide to take a vote on what to cook.

____ (6) Mom says we will be allowed to have dessert only if we have eaten our meat and vegetables.

Lesson 3

Directions: For each question, choose that value which is shown the most by the activity described.

____ (7) Eating food that you enjoy

(a) having information
(b) having friendship and love
(c) feeling good (being healthy and happy)

____ (8) Running for student body president

(a) being trustworthy and responsible
(b) having respect or recognition
(c) having wealth or material goods

____ (9) Spending time to keep a promise

(a) being trustworthy and responsible
(b) having information
(c) having respect or recognition

____(10) Learning how to play tennis

(a) feeling good (being healthy and happy)
(b) having skill or ability
(c) having information

Lesson 4

____(11) Values are things people think are:

(a) facts
(b) important
(c) not true
(d) a and b above

____(12) During a spelling test, Carol turns to her friend Kim and quietly asks the spelling of one of the words Carol cannot spell. Kim thinks it is wrong to cheat but she also likes Carol.

The two main values that are in conflict for Kim are:

(a) feeling good (being healthy and happy)
(b) having friendship and love
(c) having information
(d) having skill or ability
(e) being trustworthy and responsible
(f) having wealth or material goods
(g) having power over others
(h) having respect or recognition

____(13) Sylvia found the coach's wallet on the floor of the locker room. Sylvia has been wanting to buy a record album but hasn't had the money until now. The two main values that are in conflict for Sylvia are:

(a) feeling good (being healthy and happy)
(b) having friendship and love
(c) having information
(d) having skill or ability
(e) being trustworthy and responsible
(f) having wealth or material goods
(g) having power over others
(h) having respect or recognition

Lesson 5

Directions: Read the following story and answer the questions below it.

(14) Karin saw a gang of teenagers attack an old man and steal his wallet. She is thinking of telling the police. But the gang has threatened to beat up anyone who goes to the police.

(a) What are two alternatives Karin has?

____

____

____

____

(b) List an advantage and a disadvantage of each alternative.

Alternative 1	Alternative 2
Advantage:	Advantage:
____________________	____________________
____________________	____________________
____________________	____________________
Disadvantage:	Disadvantage:
____________________	____________________
____________________	____________________
____________________	____________________

____(15) Which set of decision steps is in the right order?

(a) outlining alternatives
thinking about consequences of alternatives
thinking about values in conflict
choosing an alternative

(b) thinking about values in conflict
choosing an alternative
thinking about consequences of alternatives
outlining alternatives

(c) outlining alternatives
thinking about consequences of alternatives
choosing an alternative
thinking about values in conflict

Lesson 6

____(16) When bank tellers are up for a promotion at the local bank, only white employees are chosen to be promoted.

From this statement, you can tell that:

(a) The local bank is not treating everyone fairly.
(b) The local bank promotes those who deserve to be promoted.
(c) The local bank probably has a good reason for its policy.

____(17) The counselor at Martin Junior High told boys to take math and science courses and told girls to take home economics and typing courses.

From this statement, you can tell that:

(a) Certain courses should be taken by only boys or only girls.
(b) The counselor at Martin Junior High is not treating students fairly.
(c) Girls are not good at math and science.

____(18) Al's parents allowed him to have a job after school, but did not allow his sister, Sharon, to have a job, because she is a girl. How can you tell that Sharon is not being treated fairly?

(a) Because she is not given an equal chance at making money.
(b) Because she is not trusted by her parents.
(c) Because her parents don't think she is as strong as her brother.

Lesson 7

Directions: For each sentence, decide who is influencing others and write his or her name in the blank provided. Then give the name of who is being influenced. Finally, put an X by the kind of influence that is being used.

(19) Mr. Roberts has a sailboat race that begins Friday afternoon. He had planned to leave work early, but his boss tells him to stay for a staff meeting on Friday.

(a) Who is influencing someone else?

____

(b) Who is being influenced?

____

(c) What kind of influence is being used?

___authority
___physical power
___reward
___affection
___information

Lesson 8

(20) Place an X by the decisions that are group decisions.

____ (a) Karen decided to wear a dress to school.

____ (b) The senior class made a rule banning all alcohol from the prom.

____ (c) The high school board elected Mary as its president.

____ (d) Smoking is not allowed on the school bus.

____ (e) The student government discipline board recommended that Tom not be suspended.

____ (f) Drivers of motor bikes are required by law to wear helmets when they ride their bikes.

____ (g) Sharon's boss sees her talking continuously and tells her to hold down her personal conversations during working hours.

____ (h) Frank chose to cook Chinese food because he likes it.

Lesson 9

Directions: Read the following sentences and decide what type of participation skill is being used. Write the letter of the correct skill.

____(21) Howard listened very carefully and made notes while Mrs. Stevens explained how students would be evaluated and given grades. Howard is:

(a) observing
(b) doing a cost-benefit analysis
(c) organizing
(d) voting

____(22) The student rules committee presented its recommendations to the principal. The committee is:

(a) mobilizing
(b) proposing
(c) bargaining/negotiating
(d) voting

____(23) The county school board has decided to add a study period to the school day for all middle schools. The board is:

(a) bargaining/negotiating
(b) supporting
(c) observing
(d) rule making

____(24) "Before we decide whether to have a bake sale or a car wash to raise money, we first need to think about the good and bad points of each," Susan said. Susan is recommending:

(a) voting
(b) doing a cost-benefit analysis
(c) organizing
(d) mobilizing

____(25) "Who is willing to be in charge of taking tickets and who is willing to be on the clean-up committee?" Mr. Janesen asked. Mr. Janesen is:

(a) organizing
(b) mobilizing
(c) proposing
(d) rule making

____(26) The faculty decided that locks will not be allowed on student lockers. The faculty is:

(a) rule making
(b) voting
(c) organizing
(d) proposing

____(27) "If you'll have all the sports equipment put away by ten o'clock, I'll agree to your request for a longer 'dress-in' period," Jo said. Jo is:

(a) proposing
(b) voting
(c) bargaining/negotiating
(d) rule making

SECTION II: ATTITUDE INVENTORY

Directions: For the items that follow, decide how much you agree or disagree with each statement. Mark your answer according to the code below. There are no right or wrong answers.

a = strongly agree
b = agree
c = no opinion
d = disagree
e = strongly disagree

____ 1. I can never get my teachers or parents to change any of their decisions.

____ 2. It's not important for me to make decisions now about my future.

____ 3. I know how to get my friends to change their decisions.

____ 4. Whether I am a girl or a boy does not affect the decisions I make.

____ 5. I usually try to do what is right for me, even if my friends disagree.

____ 6. I know how to make decisions when necessary.

____ 7. I don't think that my school friends can make our principal change his/her mind about a school rule.

____ 8. Whatever I do in life will be because I choose to do it.

____ 9. I doubt if the things I am learning in school will enable me to "make things happen" in life.

____ 10. I can influence some decisions that are made in my community.

DECISIONS AND YOU

ANSWER KEY TO UNIT PERFORMANCE TEST

SECTION I

1. a. 2
   b. 4

2. a. 2
   b. 4

3. a

4. d

5. d

6. a

7. c

8. b

9. a

10. b

11. b

12. b and e

13. e and f

14. a. Alternative 1: to tell police
   Alternative 2: not to tell police

   b. Alternative 1 Advantage: Teenagers will be punished.
   Alternative 1 Disadvantage: Karin may be in physical danger.

   Alternative 2 Advantage: Karin won't have to worry about getting beaten up.
   Alternative 2 Disadvantage: Teenagers will not be punished and may do it again.

15. a

16. a

17. b

18. a

19. a. boss
   b. Mr. Roberts
   c. authority

20. b, c, d, e, and f

21. a

22. b

23. d

24. b

25. a

26. a

27. c

SECTION II

To obtain an attitude score, use the following system.

For items 3, 4, 5, 6, 8, and 10:

a = 4 points

b = 3 points

c = 2 points

d = 1 point

e = 0 points

For items 1, 2, 7, and 9:

a = 0 points

b = 1 point

c = 2 points

d = 3 points

e = 4 points